

Mr Angus Maude, who masterminded the Government's publicity, has not had an easy time lately. But he got a bonus on Tuesday when Mr Mark Carlisle, the NUT's guest, was plucked down by a mob. The disgraceful scenes at Blackpool received maximum coverage on national TV news bulletins.

Few viewers at home can have had their confidence in the teaching profession raised by what they saw. Who (as Mr Carlisle's own comment subtly queried) would want his or her child taught by people who carry on like this? Many must have felt that a Secretary of State who has to put up with this kind of treatment from an allegedly professional audience, deserves more sympathy than censure.

Any serious criticism the NUT may now offer will be drowned by this ill-mannered howl of rage. Clearly this is what the NUT president Mr Peter Kennedy thought as he vainly tried to dissociate the union as a whole from the antics of the Rank and File. But nothing he said could undo the damaging impression broadcast to the nation: it was a thoroughly bad day for those who hope to mobilise support for education—or for teachers—in the face of harsh financial cuts.

The teachers' unions have every reason to react with hostility to suggestions from the local authority associations that the payment of any sums awarded by the Clegg Commission should be conditional on agreement about conditions of service.

The teachers' salary claim was referred to Clegg under strong pressure from the Government and against the better judgment of many who, like the National Association of Schoolmasters, would have preferred to go to statutory arbitration.



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New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

How to lose friends and alienate people

The authorities had already committed themselves to an updating of the 1975 Houghton exercise. The Clegg study has taken an inordinately long time and been punctuated by some extraordinary episodes, some of which have cast doubt on the approach to job comparison adopted by the commission and its consultants. For the local authorities to try to blackmail the teachers into accepting a new contract by threatening to hold up this long overdue pay settlement is in supportable.

The main teachers' unions have now made it clear they would fight tooth and nail against any such move. It would certainly lead to self-destructive direct action. And the Clegg award would then become the basis of a teacher appeal to arbitration under the 1964 Remuneration of Teachers Act.

When Mrs Angela Rumbold says: "My

members will require some assurance that the teachers are very serious about reaching a conclusion on conditions of service", there is an element of bluff in what she says. Ultimately, the local authorities would have to pay up whatever the arbitrators ordered, without lying down conditions.

This said, it is easy to understand the authorities' position: negotiations on conditions of service have dragged on. Procrastination is a potent weapon in the armoury of trade unions and employers. It does make a great deal of sense to end the fiction that salaries and conditions of service can be totally separated, and that though the same people conduct the negotiations wearing different hats, it is somehow immoral to take a change of conditions into account in considering salaries or a change of salaries into account in considering conditions. But

any change would require an amendment to the Remuneration of Teachers Act, not the unilateral action of one party or the teachers' contract.

The unionisation of the teachers—the professionalisation of the massive side—makes this a necessary logical development. Whether it benefits the quality of education is another matter. If the teachers' trade is narrow-defined it will not be long before the time elapses are admitted and the teachers begin to use any new link between salaries and conditions to raise the salaries at the expense of their jobs.

It is probably too late now, however, to defend the splendidly vague job description which has traditionally been given to the teacher. Rows about school supervision have weakened the case for maintaining the status quo: teachers are not staid on their professional dignity and at the same time decide on collective inaction at dinner time. Once teachers started to withhold some of their defined professional services as a condition against their employers, they started to undermine the professional foundation on which the voluntarism of their duties depended.

The irony of the present situation is which it is the authorities who press the teachers and resist, the change of salaries and conditions, is that in the medium term such a linkage is likely to increase the leverage the teachers can bring to the negotiating table. A series of trade-offs would become possible including the ultimate if unattractive equation of money for jobs which every other trade union group has managed to force up to sooner or later. And here, of course, is the rub. At a time of falling rolls and tight control on spending, who would consider the children's interest when the horse-trading begins?

Sussex accountability project (page 3). This is the fruit of a joint effort by East Sussex, under their former chief education officer Mr. Rendel Jones, and the University of Sussex. The research team has looked at accountability from the teacher, parent, administrator and local politician angle.

What emerges is a picture of a world, if not always original, conclusions relevant to most schools and education authorities. Accountability, say the researchers, must mean considerably more than school performance testing or the publication of exam results. It is about the openness of schools to inquiries of all kinds and about issues of concern to parents and about issues of concern to the public. It is about the openness of schools to inquiries of all kinds and about issues of concern to parents and about issues of concern to the public.

As the report says, too, accountability need not be a threat or burden to the teacher. It could be a useful tool to help teachers to play a large part in deciding what, how and when to teach provided teachers are given, or take, the chance to negotiate accountability procedures that do justice to their efforts.

An important conclusion in the Sussex report is that local authorities, as much as schools, should be held to account for their part in the education service; a conclusion all the more pointed because the report was addressed to the East Sussex education authority whose education committee were due to consider it this week.

If schools are to be answerable to local authorities for their aims, methods and standards, then schools are entitled to the resources, to expect authorities to be answerable for those parts of the education service for which they are responsible such as ensuring that adequate resources and support teams are provided.

Read all about it
It is an unhappy paradox that one of the few areas in education to which the Government has made a positive commitment—the adult literacy programme—is being singled out for excessive cuts by a number of local authorities. While Mr Carlisle has extended Unit 4, a quango, and boosted the funds of this service (being cut by up to 50 per cent in some authorities).

Certainly councillors may be spared aggravation in cutting a service staffed largely by volunteers, unremunerated and nearly always unwilling to accept stagnation to themselves. But councillors should remember three things: first, adult literacy programmes have proved remarkably successful over the last five

years with an increase in student numbers from 5000 in 1974 to 70,000 in 1978. Second, literacy skills are also directly linked to employment prospects. And third, a major campaign to attract students to the first place; and even if the cuts are limited, both students and part-time staff may be unwilling to return.

Don't strike, do something positive

It can have come as no surprise that the National Union of Teachers should vote to go on strike on May 14, the TUC's day of action. Even if in this case there is something entirely stupid about depriving boys and girls of half a day's schooling to protest about school spending cuts. Perhaps those who absent themselves will defend their action by arguing that they are not working for £3 million to save the local authorities the £3 million or £4 million which will be doled out from the Treasury.

At all events, it is unlikely to do much to stop Sir Geoffrey Howe in his tracks or to stop Mr Mark Carlisle to threaten resignation. The authority whose education committee were due to consider it this week.

More to the point is the careful collection of evidence, as for example, by the expert committee set up by parents and teachers at the Gordale School, Bristol (page 2). The dossier spells out what cuts in capital expenditure have done so far. Mr Carlisle and Lady Howe spend their time (as Mr Carlisle did in Blackpool this week) claiming that the Government have done their best to preserve essential educational standards. The more effective way to controvert this is to show just how many schools are in a state of basic requirements books and paper. And how repeated requests for repairs and redecoration have been ignored.

It is not surprising that the best demonstration for the defence of what the schools are in the circumstances, a half-day strike, is irresponsible and unworthy of the profession.

No comment
When Mrs. Jones was expressed that the children might have to miss lunch because of the increased needs of the school, Mr. Jones, deputy leader of the Tory group, said that he would not comment on the matter. He hoped that this would mean that the children would begin to eat a substantial breakfast. —The Guardian.

NEWS

Children take last free bus ride from village

by Sarah Bayliss

A clampdown on discretionary school transport means that children who travel 2.9 miles from the Kent village of High Haldon to Home-wood comprehensive in Tonbridge have had the last ride on their free school bus.

When they return to school after the Easter break they will travel by bus, by bicycle, by foot or—at a cost of £3.40 each week—by public transport. As The TES went to press, the school was in the process of negotiating with the Malden and District bus company on cheaper fares since all children are charged an adult fare before 9 am.

The school bus, which for nine years has carried up to 68 children twice daily has been cut by Kent county council because the children live less than three miles away from school and under the 1944 Education Act there is no statutory duty to transport them.

Other local authorities are investigating their spending on non-statutory transport. In Oxfordshire a decision made last autumn to charge for bus travel was shelved in the House of Lords.

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by David Lister

Adult literacy programmes are suffering under major cutbacks by local councils, despite frequent claims from Government ministers that it is a priority area which should be safeguarded.

In East Sussex, where the literacy budget is being cut by 42 per cent, public support has mobilised all decision-makers to change the council's education committee meeting today. A spokesman for the education department said this week that the council had decided to suspend virtually all subsidised adult education and charged students £20 per head a term (though many of the tutors continued to give their services free). The council has now decided to restore the service.

Mr Alan Wells, head of the government-funded Adult Literacy and Basic Skills Unit, said this week that about 10 per cent of local authorities were making major cuts in literacy budgets.

Where there is a direct cut, it is very hard to reverse, he said. "But we are particularly concerned with indirect cuts."

In other areas cuts are planned. In Lancashire proposals to cut the

literacy budget by 50 per cent. Lincolnshire plans to charge fees after a year of free classes and in a largely rural county, will now only be offering home tuition in exceptional circumstances.

In Hampshire 10 per cent of adult literacy students dropped out during the first few months when the council suspended virtually all subsidised adult education and charged students £20 per head a term (though many of the tutors continued to give their services free). The council has now decided to restore the service.

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Call for public accountability

by Bob Doe

Schools and local authorities should stop blaming the press for educational ills and prove that schools do a good job, according to a joint study of accountability published by the University of Sussex and East Sussex education authority.

If schools made themselves more accountable for their actions and standards, they would benefit considerably in the long term, says the researchers' report, which East Sussex's education committee was to consider this week.

But accountability was a two-way process. Local authorities also had obligations to help maintain standards and support teachers in schools, the report says. Local authorities themselves were accountable to teachers and the public.

Schools and education authorities must be more active in promoting a good public image of the education service, the research team, led by Professor Tony Becher and Dr. Michael Erwin, recommended.

Teachers and education officials must publicise their aims and achievements and make it easier for parents and others to voice their complaints effectively.

But accountability was more than a public relations exercise. Tearing programmes to identify schools and pupils in trouble, attempts by the teaching profession at self-appraisal and local authority back-up for these and for more staff development and training could prove more important in the long run than the techniques of presentation, persuasion and pacification.

"They can have a catalytic effect in the regeneration of morale and self-respect and hence in winning the self-respect of others. The best way of raising public confidence is



the most direct; namely to be clearly seen as doing a good job."

Teachers should not view accountability as merely an externally imposed burden. Properly designed and implemented, an accountability policy could be a defence against outside interference in teacher autonomy, gossip and press attacks.

But effective accountability might require teachers to give up some professional prerogatives in return for this vote of public confidence and would require careful negotiation and consultation between local authorities and schools.

This negotiation "could be expensive in time and effort and risk exacerbating public patience. But the alternative of imposing an apparently cheap, quick and easy solution, against the wishes of the schools, might in the end prove a hollow victory."

The report warns that the imposition of crude testing programmes on schools in North America had led to "general debilitation" in many schools.

Teachers firmly followed the press was hostile to their profession and only printed bad news about schools.

The notion of a hostile press was a convenient let-out. Those involved in education should devise their own methods of promoting a better public image for it rather than rely upon the press.

The Sussex team, who spent two years talking to teachers, parents and local authority politicians and officers, says the schools were responding to this challenge. But East Sussex education authority, despite having a press office and access to all parents through its schools, was doing very little.

In the end, it came down to providing more money and resources for information. But those who wished to see a healthy pre-emptive should ensure the right nutrients were added to the soil.

The report suggests that as well as opening themselves up to local authority testing or inspection, schools' accountability means regular reports to parents about their child's progress, access to teachers, and explanations of curriculum aims, teaching methods and general standards of performance. It included vigilance in detecting weaknesses by the use of records or tests to identify children in need of remedial help and good working relations with the schools which children had attended or would attend.

Local authorities, on the other hand, should be answerable to schools for the provision of enough resources. The local authority had a responsibility to keep up the quality, morale and well-being of staff and for publicising good practice. It should also be ready to defend schools from unjust criticism.

Accountability in the middle years of schooling—an analysis of the policy options, final report of the East Sussex I.E.A. and University of Sussex Research team published by the University of Sussex.

Comment

Unanswered questions from the Bristol riot



What is the significance of the riot in a race riot like this? The common first reaction, set back to the unexpected news that coloured youngsters in Bristol had erupted against the police. Although some people, especially those who know the inner city, would be seen as more ready to

warn about the underlying "aftermath" of the question. The usual explanations for racial tension—poor housing, schooling and job opportunities—were trotted out without much backing, which was only to be expected since facts and figures are not very accessible at a holiday time. Even so, these reasons could hardly be seen to apply more vividly than in other areas where both the unemployment figures and the black population are very obviously larger.

Could it be that Bristol, which is not near the top of anybody's list of problem inner cities, is thereby losing out in support measures? Do the far cry and community projects and the resources channelled into such areas bypass smaller pockets of distress such as St Paul's?

If this were so, it would strengthen the voices of those who, in the present

Government's political priorities, which dictate that law and order should be reinforced in order to crush such outbreaks, but that social and economic measures which might help to prevent them should be subject to more than their fair share of public spending cuts.

Obviously, what is required is that both the forces and supportive services should be effective but unfortunately our report on page 5 suggests that in any case neither of these could cure all the ills the Bristol riot is, in fact, particularly well provided with youth clubs and community projects and has one of the most effective youth opportunities programmes in the country. A good deal of money and hope end work has been invested in the hope that such projects would give young people a better prospect. Things might indeed have been worse without them, but clearly they are not enough and perhaps they have come too late.

Alan Watts is probably the young black people of Bristol, and that cannot be dispelled in a hurry either by law and order or do-gooding schemes. Many of them feel that they are treated like second-class citizens in the schools, in the jobs that are offered for them and in the projects that are organized for their benefit.

It is perhaps because the West Indians are such a relatively small community in Bristol that they are not taken for granted in shops and banks and offices as they are now in other large cities and are treated, to put it kindly, with paternalism by those who wish them well.

Bristol schools are doing their best to provide multi-cultural education, but are hampered by the difficulty of finding black teachers to provide a role model. As indeed are the police who are more ready to

warn about the underlying "aftermath" of the question. The usual explanations for racial tension—poor housing, schooling and job opportunities—were trotted out without much backing, which was only to be expected since facts and figures are not very accessible at a holiday time. Even so, these reasons could hardly be seen to apply more vividly than in other areas where both the unemployment figures and the black population are very obviously larger.

Accountability: A two-edged sword
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Richard Garner reports from Blackpool

Curb spending on tests says new President

Savings could be made in education spending, by scrapping plans to test children, Mr Peter Kennedy, incoming President of the National Union of Teachers, said in his address to the NUT conference at Blackpool.

He said the union was not opposed to testing but added: "I must say I am concerned by the number of prominent people who are saying that the only way to improve standards is to carry out testing of various types throughout a child's career."

Mr Kennedy singled out a suggestion made by Lady Young, Secretary of State for Education, that the Minister at the Department of Education and Science should be given a reading test at the age of seven as a target for savings, adding: "I am willing to tell you now what such a test will reveal."

"It will show that most of the children are reading at the age at which we would expect a seven-year-old to read. It will show some children reading somewhat above this level and a small number of children with reading ages many years above their chronological ages. It will also show some children whose reading ability is somewhat below that of a seven-year-old and a few children whose reading ability is lower still, including a few non-readers."

He told teachers that the education service was being mugged at present and said they had a "influence the electorate to support the fight for education."

In a review of NUT action against the cuts, Mr Kennedy singled out Nottinghamshire County Council, where nursery teacher Ellen Crosbie had been suspended for refusing to teach in a classroom considered unsafe for special children.

Labour may take over public schools

Move to nationalise Britain's public schools may be considered by the Labour Government if economic sanctions fail to destroy their credibility, Mr Neil Kinnock, Opposition education spokesman, said at the weekend.

Speaking to a meeting of Welsh delegates at the conference Mr Kinnock said: "The nationalisation of public schools is a likely prospect for the next Labour Government to consider. The depriving of finance for them and the discrediting of the influence they unless are tasks that can be accomplished by the next Labour Government."

In weekend speeches at Blackpool he went on to outline the path which he believed should be taken before resorting to such a move. This would include:

- Introducing a change to charity laws which, he claimed, had saved public schools from paying millions of pounds worth of tax;
- nationalising local authorities who fund places at private schools by taking cash away from their rate support grant settlements;
- forcing public schools rent for the teachers they employ who have been educated and trained at the public expense.

Mr Kinnock estimated public schools would be receiving about £200m worth of public finance a year by the time the present government had run its course—£40m of which would come from local education authority funded places.

Tax changes announced in the Budget alone would give enough relief in private schools and industrial taxpayers to double the estimated £30m a year they now receive from charitable concessions, covenants, annuities and exemptions from capital transfer tax and development land tax. "If educational opinion has been offended by the Assisted Places Scheme, it should be outraged by this latest 'under the counter' bazaar for the private sector," he said.

"I hope the price of that sector will go up as far because of our proposals as to be a deterrent to purchase," he said.

If public schools were willing they could then be asked to join the maintained sector as "national purpose schools". "There is a need for residential accommodation to be made available on a wider scale for a host of different reasons."

He went on: "Freedom cannot be conditional upon the ability to pay. If liberty has a price, it is not liberty."

In the name of the advance of freedom, these schools are assets that should be available to all people, and not secured by purchase."

In a speech to secondary school delegates on Saturday night, Mr Kinnock said: "The time for the tigers has now come in education with a need to clamour vigorously for more resources."

Cuts would be "clumsy acts of amputation" and the idea that inequalities were a product of over-spending was "the kind of knarled logic which argues that crutches make cripples."

Mr Kinnock said the union was not opposed to testing but added: "I must say I am concerned by the number of prominent people who are saying that the only way to improve standards is to carry out testing of various types throughout a child's career."

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Mr Neil Kinnock at the conference.

Move to boycott Assisted Places plan

Teachers are to be urged to boycott all selection procedures aimed at helping to choose children who could go to private schools under the Government's Assisted Places Scheme.

Delegates unanimously approved a motion opposing the use of public funds to provide the places and instructed the union's executive to urge all members to refuse to cooperate with any selection procedures.

In addition, they reaffirmed their support of the comprehensive system and decided to oppose all attempts to reintroduce selection or present being undertaken by Conservative councillors in various parts of the country now clause in the 1976 Education Act ordering them to go comprehensive have been repealed.

Rejection of hours deal could lead to head-on collision

Teachers have firmly rejected any suggestion that their pay negotiations which resume next week could be linked to a new agreement on their hours and conditions of service.

This means, in effect, that unless the local authorities—who have said they want the commitment to conditions of service agreement before agreeing any pay deal—back down, there will be a head-on collision when the talks resume.

The 2000 delegates at the National Association of Schoolmasters' Union of Women Teachers conference at Blackpool, voted unanimously to keep the two issues separate and insisted that no agreement on conditions of service could be signed by teachers until it had been accepted by a conference.

Delegates made it clear they were not intending on a special conference to discuss any agreement, which could mean a delay of at least a year.

There are crumbs of comfort for both sides. The union has agreed to limit its action to the fact that the Government has agreed to a 3.7 per cent increase in pay for teachers in the 1980-81 year. The Government has agreed to a 3.7 per cent increase in pay for teachers in the 1980-81 year.

Backing for TUC's day of action

Thousands of teachers are expected to go on strike for half a day in support of the TUC's day of action on May 14 against government policies including the cuts.

The executive of the NUT decided to give its full support to the day of action, and says it is ready to sanction half-day strikes by members. Already, 20 individual associations have passed resolutions indicating their readiness to do so.

Teachers' leaders, however, made it clear they would urge their members to honour commitments to public examinations on May 14. Representatives of unions concerned with education are meeting on Monday to iron out any difficulties over examinations.

Mr Fred Jarvis, general secretary of the NUT, said: "We have said in our advice to divisions and local associations, they should decide in light of their own circumstances what they would consider appropriate action to take. It could be half a day withdrawal of pupils, or requests of that kind would be with the approval of the executive but it could be meetings of the executive after school hours on the day of the cuts, and other support to government policies are more appropriate."

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Mr Jarvis warned that teachers' pay would be given a stern warning not to "trick" teachers over their pay by Mr Fred Jarvis, general secretary of the NUT, when he gave his address to the conference.

Speaking of the management's attempt to ask teachers' leaders to commit themselves to a new agreement on conditions of service before agreeing a pay deal, he said: "There is no way that we will agree to that kind of deal."

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Curriculum plans 'will harm education'

The Government's proposed new work for the curriculum will do considerable harm to the education service, delegates said at the annual conference of the National Council for Educational Research and Training (NFER) in London.

Speaking of the management's attempt to ask teachers' leaders to commit themselves to a new agreement on conditions of service before agreeing a pay deal, he said: "There is no way that we will agree to that kind of deal."

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Bert Lodge reports from Harrogate on the NAS/UWT annual conference

Cane ban threatens teachers

Teachers who stay away from the classroom in times of industrial strife are likely to be criticised at the annual conference of the National Association of Schoolmasters' Union of Teachers, held in Harrogate at the weekend.

In his presidential address, Mr Abraham, head of school at Vio Thompson high school, Exeter, urged an abdication of the union's role if teachers were to be added to use corporal punishment, condemned teachers unwilling to use discipline and blamed the union for pupils not doing their best for fear of other pupils.

He also called for compulsory management training for heads and urged teachers that same form of management was inevitable if the current system of promotion was to end.

Mr Abraham concluded the conference that in the DES survey of 10 schools, the quality of leadership of the head was considered the single most important factor in the success of the schools. This was his ability to lead a team of teachers, his achievements, his responsibilities for individual and collective human relationships and his understanding of industrial relations.

The head who seeks to be under arm of the authority and under stress puts himself on the other side of the industrial fence from the staff, whoever his other qualities, will almost certainly be failed to produce that harmonious atmosphere that characterises the successful school."

The head was often referred to by members of staff as "the boss" Mr Abraham said. "Quite often of course this is an affectionate term although it may show that he is prepared to be authoritarian with the staff though not necessarily with the pupils."

Identification of potential leaders and proper training for them would help but in the long term a complete reappraisal of the role, legal and delegated responsibilities of the head was needed.

An teacher enjoyed using corporal punishment, Mr Abraham said, but recent polls and surveys showed that the vast majority of teachers favoured its retention.

"Yet in some areas, decisions are being taken not by teachers but by people who do not operate in the classroom or the classroom to attempt to put the use of the cane."

Teachers have always accepted the heavy responsibility of in fact parents, Mr Abraham said, but if, in the face of all the experience of the profession, authorities now intended to remove from teachers the right which was an essential part of their in fact parents role, then all other aspects of the role would have to be closely examined.

"If society so determines, then of course teachers will not claim any rights over punishment or any other matter that a prudent parent might claim. Teachers might then decide to act purely as instructors and future generations will take the consequences of that."

In any case, problems of discipline and disruption in schools cannot be solved by the general attitude of society but from inside the school.

He said that each local authority should appoint a curriculum officer for special education, attached to a teachers' centre or a special education resource centre. This would mobilise local interest in developing in-service training, as well as development of the curriculum and would involve a great deal of low cost.

Mr Segal had suggested these ideas to Mr Mark Carlisle, the Education Secretary, when he met him with Professor Peter Mittler and Mrs Mary Warnock, on the day of his statement to the House of Commons on the Government's plan to implement the Warnock report on special education.

On that occasion, they had also urged Mr Carlisle to get the Department of Education and Science to guide local authorities on how best to use scarce resources to improve special education, particularly for the three priorities outlined in the Warnock Report: Nursery education, teacher training and provision for the 15 to 19 age group.

Mr Segal said some local authorities were breaking the law by not providing handicapped children with education beyond the age of 16.

He called on the NSE, as the major teaching organization in special education, to make the 1980s the decade of Warnock.

It must not only increase its membership, but become a force influencing the majority of teachers in changing their attitudes towards the handicapped. It must promote collaboration between professions, partnership with parents and co-operation with voluntary societies.

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I look forward to your reply.

Whitehall's 'myopic view' on handicapped pupils

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Craft work must develop to use new design skills

by Bob Doe

The teaching of craft skills must become more effective to make room for the new skills taught in design and technology courses, Mr Peter Forrest-Smith, the Inner London Education Authority's inspector of design and technology, told the annual conference of the Educational Institute of Design Craft and Technology this week.

Mr Forrest-Smith said the new style and technology courses developed planning and evaluation skills as well as the skills of "making things", as Mr Inspectors had recognised in their discussion document, Curriculum 11 to 16.

But this meant workshops and teaching methods, had to change. The design and technology teacher will need to be regarded much more as an instigator and initiator of ideas, a springboard from which pupils can bounce their ideas.

There would be less time for the elaborate repetition of craft skills. Planning skills meant a clear area to develop ideas, and books, data sheets and back-up materials to enable pupils to test out their ideas.

Craft skills still needed to be taught well, but more efficiently. Cassette video tape machines meant pupils could learn by seeing without taking up the teacher's time.

On Friday, Mr Peter Dawson, the institute's new president, was expected to reiterate the EIDCT view that craft design and technology should be part of the curriculum of all pupils. Mr Dawson, who teaches at Swanley School, Kent, said earlier that he agreed with the view of the institute's patron, Sir Alex Smith, that designing and making things were just as important as learning to read and write at the early stages. Later on in school, designing and making things should certainly rank alongside science, history and literature.

Universities courses in do-it-yourself subjects and ordinary school craft lessons adopted to include the blind, deaf, crippled and mentally handicapped could be the shape of things to come if experience in the United States is anything to judge by.

Professor John Lindbeck, of the University of West Michigan, Kalamazoo, told the craft education conference that social concerns were having a marked effect on "industrial arts" courses, the equivalent of craft, design and technology, in the United States.

They had had to be modified to cater for "mainstreaming", the idea that the seriously handicapped should be in ordinary or mainstream classes to make "meaningful personal gains".

Mandatory sex equality also meant courses had been revamped to interest both boys and girls. The result was more girls going in for craft teaching and other technical, and formerly male, careers.

Concern about pollution and energy conservation was also reflected in these courses and the high cost of living, and of getting things done, had moved one major university to mount a course entitled "How to survive in a technical society". It consisted of car and house maintenance, electrical repairs and furniture renovation.

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L. C. Johnson Product Manager

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School to work

After Bristol's riots, should the Government think again about Britain's impoverished youth service? At present it defends the right of local authorities to do as little as they choose for young people—and suggests that industry charity can fill the gap. Mark Jackson reports.

Voluntary cash may come to aid of youth services

Reductions in local authority spending on youth services places a greater responsibility on voluntary organizations to fill the gap, Mr. Neil Macfarlane, education under secretary, believes.

At a meeting of industrialists and youth leaders in London that the Government's expenditure plans for 1980 did not assume any reduction in youth service budgets, but although he had made it clear to local authorities the importance of the Government's involvement in the service—including the voluntary sector—the authorities had discretion over what they spent.

It had meant there had been some cuts in grants to voluntary organizations. "Further, where local authority services are reduced—and we are of course, in the youth service, this can place a particular responsibility upon voluntary organizations to fill the gap," he said.

Mr. Macfarlane, who last year told youth organizations who protested at cuts in local authority grants that they should not hesitate to ask industry to help them instead, returned to the theme. He suggested that the organizations might need to shape their projects so as to attract sponsorship by companies. It could mean other help as well as cash—the release of company staff and the use of company premises for training as youth leaders, and perhaps the use of social and recreational facilities.

Industrialists at the seminar,

organized by the Industrial Society together with the National Council of Voluntary Youth Services join the youth leaders that they valued the work their organizations could do not only in promoting responsibility and leadership among the young but also in helping directly to bridge the gap between industry and young people.

Mr. Bill Bowman, group personal director of United Biscuits, said industry was "crying out for the right material and not getting it". The ability to lead had over the past 30 years been subordinated by "a devastating desire to conform to the non-oriental attributes of the young, but had something to do with the attitude of parents and a lot more to do with the attitudes of economics and education, he alleged, and "a basic political belief that people want to be transported from the womb to the tomb inside a cotton wool bed of roses".

Mr. Bowman's attack on education appeared to be received sympathetically by some of the representatives of the uniformed youth organizations which he had singled out for special praise in his speech. But many of the younger youth leaders were furious. The director of an agency running projects for the young unemployed said: "If I must have read the Black Paper over breakfast, if getting industry support means handing out messages which tell our youngsters 'we're better off without it'."

Industry shells out for projects

Wanted: a generous company to sponsor a marine consultant's plan to set up a chain of mussel farms for the young unemployed.

This is the sort of request which is now going out to the 250 companies who have committed themselves to helping voluntary agencies running projects for the young workforce. A clearing house set up by the National Association of Youth Clubs channels the calls for help to the companies, which include multi-nationals and nationalized industries.

Practical Action, which has so far secured aid for around 150 projects all over Britain, is the result of the appeal made to industry more than a year ago by the then Lord Mayor of London Sir Kenneth Cork, to help the young unemployed. He called on companies to mobilize not only cash, but equipment and expertise, for the projects. The results have ranged from the free supply of paintbrushes and typewriters to the offer of electronic equipment and the services of designers, accountants, architects, and marketing men.

The clearing house was originally funded by the Manpower Services Commission, but the cutback in its spending has forced the commission to ask Practical Action to try to get industry to share the cost. Plans for a new appeal have been waiting for the end of the steel sector.

Bristol riots sound a warning note

Britain's youth organizations are determined that the Government should learn what they see as the main lesson of the Bristol riots—that it cannot afford the risk of neglecting young people.

Representatives of the major organizations from both the voluntary agencies and the statutory youth services were meeting all this week to plan their campaign. They believe that they will have powerful support from within the Government, which includes Mr. Peter Walker, whose renewed public warning of the danger of an urban youth explosion were alluded to only by office.

Mr. David Hawke, director of the National Youth Bureau, said that the Home Secretary and the Education Secretary must urgently establish an appropriate system for funding youth services, not only through the youth service, but through other agencies such as the police, the health service, and the social services.

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Official leaflet advises on terrorist arrest

Youngsters and adults who do not understand the law are urged to read a leaflet produced with Northern Ireland Department of Education, which says that the rights and responsibilities of young people under emergency laws are as well as the normal criminal law.

The leaflet, setting out the legal rights and responsibilities of young people under emergency laws as well as the normal criminal law, appears as a supplement to the current issue of *Arise*, the journal of the Northern Ireland Youth Service. Five thousand copies of the journal, which is funded by the Department, are on their way to the



David, 17, who worked temporarily for Radio Hailam in Stranmillis, was arrested under a Work Education Act, and is now a pupil of King's College, London. He was arrested for a radio station.

NEWS

Damning evidence on impact of cuts

by Sarah Bayliss

A local policeman, two teachers and four other parents of children of a Bristol comprehensive have produced damning evidence on the impact of cuts made by the Avon education authority.

Recently, the action committee, set up by the Gordonia School parent-teacher association, sent its detailed report to Mr. Mark Carlisle, the Education Secretary, and to leading Conservative councillors in Avon.

Mr. John Mackie, a Portishead policeman with a son and daughter at the 1,600-strong comprehensive, said: "We had heard all sorts of hysterical rumours about the effect of cuts on education so we decided to do our own research. We discovered that the rumours were well-founded."

The report, which was collated from evidence provided by staff, states that the school's annual capitation allowance of £26,928 was cut by 10 per cent last June, and some departments were already seriously affected.

The impact has been felt in the following ways:

—The mathematics department cannot replace ten-year-old paper-back textbooks; the English department has stopped buying new novels. There are no new texts for the sixth form.

—The physics department has bought second-hand, the biology department cannot replace outdated textbooks. Two classes in the fourth and fifth year do not have modern texts. Staff are worried that microscopes will not be serviced and that practical work will suffer from lack of equipment.

—The geography department may not be able to buy set text books for the newly-designed A level courses.

—The physical education department is not interested in necessary equipment. Orienteering has been cut from the syllabus and games fixtures are reduced.

If the cash lost last year is not restored teachers say the worst case scenario is a desperate situation. He did not expect that the staff would run out of paper before the end of the year, the economics course will be in serious difficulties with facilities reduced and the science course—where economies have already been made, could be in danger.

Gordonia school was built 20 years ago as a secondary modern, with a large comprehensive in the last summer holidays, the staff of the same school can be reasonably think he must be doing all right?

And who he not reasonably think that from then on, with the halfway cut behind him, so more then a diligent carrier down the back straight will take him to the completion of the two-year period probationary from overseas have to meet?

Yes, he can reasonably think all these things. But for Mr. Mackie, a cultured, middle-aged teacher from the Punjab (his MA recognized by the DES) fortune was harder.

He lives with his wife and four children in Birmingham, down one of those long streets where the doors open straight into the house. Flourent pink and greens, magenta and banana yellow over walls the builders would seem by now to be grimy brick buildings. A family of six, determined to brighten up their neighbourhood.

It was from here he set out on the first day of term in January, 1975, to travel the 16 miles to Edgar Stammers junior school, Walsall, at the request of Walsall local education authority who had interviewed him six months earlier. What he did not know—nor would he have learnt had he not taken over his new post—was that the school was in a state of disrepair. The school was in a state of disrepair. The school was in a state of disrepair.

NEWS

The loser in Walsall's waiting game

Bert Lodge looks at the case of a teacher sacked after four years' work because he hadn't passed his probation

It was, immediately. Five days after the inspector's report and just a week before Christmas, 1975, Mr. Haseen was made a permanent member of the staff of Edgar Stammers school.

He felt optimistic, confident. He reckoned that having already done one term of probationary service in London in 1974 (he had to leave, unable to find accommodation) his probation would end after five terms with Walsall, that is the end of the summer term, 1976.

He spoke over the telephone with the chief inspector of schools for Walsall, Mr. R. J. Pickering, who would confirm that his probation was complete. Mr. Pickering subsequently told the tribunal that he could not remember the telephone call.

Durlog that summer term—the thought in his mind as Mr. Haseen thought—was visited again by Mr. Haseen. "I thought this must be the final visit to confirm my probation," he says. "I saw me with a full class and told me afterwards it was all right."

He was a qualified teacher but had not yet started his probation. They asked him to come and work for a week. He did and after two years in his headmaster's request was offered him a permanent job. Three years and three months later they sacked him. "You haven't passed your probation," they said. It would not have been so bad if they had conveyed to him early on that he was a doubtful case. But it was a year on a supply as a probationary teacher in London to the staff of the same school can be reasonably think he must be doing all right?

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English. He alleges that Mr. Pickering said to him: "You will have a hard time." Mr. Haseen saw that as a minority utterance. As he put it in a letter to the DES: "Mr. Pickering said his temper and threatened me."

The chairman of the tribunal told Mr. Haseen that the words could have meant: "You will have a hard time trying to get the DES to change its mind about the final date of your probation."

There may well have been the failure of communication, but the chairman concludes that, but for Mr. Haseen's words of suspicion, the case would have been different. "Over the next two years, I had at least two dozen visits. I felt that 'a hard time' was intended to mean they were after my resignation. Even after February 1977 they always criticized my language."

The DES was showing more interest in Mr. Haseen's probation. On July 18, they wrote to Walsall asking for full details of his employment from January to September 1976. "In order that the department can determine his period of probation."

What happened subsequently does not reflect credit on Walsall local education authority. In the words of the tribunal, "The local authority sat on that letter... that delay appears to us to be deplorable."

Indeed it was and the consequences were not so palatable for Mr. Haseen. For after sitting nearly five months to reply they told the DES that Mr. Haseen had spent most of that period taking small groups. In which the department replied that that was not a fair test since "probation is intended to relate to teaching in a normal classroom situation...". Mr. Haseen's probation was extended for six months to May 1978.

It was extended again to the end of the autumn term. This extension of stretch-out uncertainties only serve to aggravate his anxieties and dampen his spirits. He was visited by an HMI on 22 November. By January the authority was recommending to the DES that Mr. Muhammad Haseen "be declared unsuitable for further employment in maintained schools."

Mr. Carter, who represented Mr. Haseen at the subsequent industrial tribunal where he unsuccessfully complained of unfair dismissal and racial discrimination, has always thought it a pity that Mr. Haseen was placed at Edgar Stammers in the first place.

"It's a hard white working class area. It would have been better if a school where he would not have been such a novelty. Mr. Haseen says there were very few Asian children at the school."

But doubtless in 1974 Walsall was not able to exercise much choice or would they have offered Mr. Haseen work in the first place? Conditioned by necessity they must also have found the reports on him at the end of his first year unwelcome enough to offer him a permanent appointment.

Yet about this time they must have been becoming aware that far all the "diligent, painstaking and conscientious" qualities (tribunal report) of this teacher whose mother tongue is Urdu, young teachers sharing the same dialect and



Mr. Haseen: declared unsuitable

'Over the next two years, I had... two dozen visits. I felt that "a hard time" meant they were after my resignation.'

Mr. Haseen went home on that last July day of term feeling he had plenty to be pleased about. When he returned in September a new head, Mr. J. P. Latham, had arrived at the school to replace the retired Mr. Higgins.

Mr. Haseen had still heard no word from the Walsall office about his probation. He got no satisfaction from several telephone inquiries, so towards Christmas he appealed to his union for help. Mr. Brian Carter, NUT regional officer for the West Midlands wrote to Mr. R. D. Nixon, Walsall's director of education, asking for "some clarification."

His letter ended: "I understand that you are visiting during the summer term of this year and that you are suggesting that that time that his charge was in doubt and I would not like to think that the authority are considering extending his period of probation because at the appointment of a new head teacher this term."

Now why would Mr. Carter have any say in this? Well, it would not be doing justice to Mr. Latham, taking up his first headship, to assume he did not arrive at Edgar Stammers with a new broom in two. Same time to the first term, according to Mr. Haseen, who benefited from that time that his charge was in doubt and I would not like to think that the authority are considering extending his period of probation because at the appointment of a new head teacher this term."

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Exactly the conclusion it took the authority four years to arrive at. Mr. Haseen says he was given a full class, register and all, for the first two terms. Then when the school was in a state of disrepair, the school was in a state of disrepair. The school was in a state of disrepair.

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Decision-making plan splits Ely staffroom

by Bert Lodge

An attempt to involve teachers in decision-making in a school led to a split in the staffroom, says a report out this week. A "marked division" appeared between those keen to take part and those just wanting to get on with their teaching, says Mr. Alan Bullock, head of the City of Ely College, reporting on the experiment in the latest Cambridge Journal of Education.

Teachers not involved criticized the head for abdicating his responsibilities when he should have been more authoritarian and creating a stable atmosphere. Those taking part thought he interfered too much.

Mr. Bullock does not name the school. The experiment was attempted when it was being opened to a comprehensive modern to a comprehensive modern to a comprehensive modern.

Five working parties, with questionable membership, were established, says Mr. Bullock. "In theory members were volunteers... In practice this was not the case. Some members of staff had been detailed to this was not only to influence in favour of the faculty any decision being made but also to act as informers for the faculty." Others joined, he said, to enhance their professional prospects.

There was confusion about who was responsible for the priority of topics considered. Some working party members thought their duties were decided, others thought it was done by the head and co-ordinator while two members of staff not involved thought the head alone was responsible.

One of the reasons given for the failure of the experiment was that the members of the working parties were not participating in the decision-making process. They were not participating in the decision-making process. They were not participating in the decision-making process.

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The course (see all recruited teachers) is a self-critical way to better teaching. The course is run by the Open University.

The course (see all recruited teachers) is a self-critical way to better teaching. The course is run by the Open University.

speed their working days—in the classroom? Its central principle is that the curriculum is the teacher's own. The teacher is the one who will pay £85 a head for the course, which is a self-critical way to better teaching. The course is run by the Open University.

The course (see all recruited teachers) is a self-critical way to better teaching. The course is run by the Open University.

did I learn? What do I intend to do now? Students will be strongly urged to work together in self-help groups. "The idea of the learner as an individual is a nonsense," Professor John Marriot, head of in-service training, said. "This is an original approach."

Some authorities have already indicated their readiness to release teachers in their employ who enrol for the course.

Assessments will be by five written assignments of 2,000 words each plus 50 per cent by examination. "Not what we would have liked but we are bound by OU tradition," said Dr. Ashman.

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Australia National media campaign will take on school critics

by Bill Purvis
SYDNEY
Four Australian educational groups are pulling their resources to mount a national campaign costing \$200,000 (£100,000).
The campaign will have as its theme "Let's Develop Education," and the first shots will be fired in Canberra next month.
Mr Ray Costello, general secretary of the Australian Teachers' Federation, told me the campaign was not directed against the Federal Government.
The ATF will provide the bulk of the money for the first phase of the campaign—a series of national television and newspaper advertisements.
"It's not in fact a political campaign in the accepted sense of the term," said Mr Costello. "We want to establish in the minds of all political parties our concern about education."
"We find that politicians generally are very enthusiastic about the development of resources like mineral claims. What we want to put to them is that the talents and skills of our young people are just as much a national resource."
To do this the campaign will concentrate in its second phase on a systematic lobbying of candidates in every federal electorate prior to the general election later this year.
Cooperating with the ATF in the campaign are the Technical and Further Education Teachers' Association, the Australian Union of Students and the Australian Council of State School Organisations.
Together they hope to counter some recent criticism of the education system—criticism which Mr Costello described as "ill-informed and unjustified."
The thrust of this criticism has generally been that Australian schools are not doing as much as they might in preparing young people for life after school. Linked with this is often a claim that schools are not teaching their pupils the three Rs.
Mr Costello said that by the end of the campaign it was hoped to attain these objectives:
● get a clear commitment by all major political parties to the development of Australia's greatest natural resource, its children.
● highlight the urgent need for a significant increase in federal and state government spending on public education.
● counter criticism levelled at schools and colleges.
● show that education is of crucial importance to national economic development.

United States Carter's budget cuts put curb on the growth hopes of new department

by Clive Cookson
WASHINGTON
President Carter's anti-inflationary measures will mean a substantial reduction in the spending power of the new Education Department. He has sent Congress a revised budget which includes a \$430m (£200m) cut in education programmes already approved for the current fiscal year and a \$650m cut for 1981.
The Education Department's 1981 budget is now put at \$16.1b. (Although the cut comes to \$650m, the education budget is only \$400m down on the figure originally proposed by the President at the end of January 1978, February 8) because sky-high interest rates will make the subsidised student loan programmes more expensive than the Government expected two months ago.
The proud boast of the new Education Secretary, Shirley Hufscholder, in January, that her department was starting life with "a growth budget" was hardly true at the time—because she was ignoring the effects of inflation—which is certainly not true now. But the reduction turns out not to be quite as great as the \$900m cut that was rumoured in Washington after President Carter announced on March 14 that he would be cutting total government expenditure by \$15b.
The cuts are saved right across the Education Department. Higher education programmes will lose \$150m in 1980 and 1981. Elementary, secondary and vocational education are reduced by \$250m this year and \$500m next year.
Existing youth training and employment activities in the Department of Labour are also being reduced. For example the young adult conservatory corps will offer 10,000 fewer jobs next year, saving the Government \$140m. The Labour Department will save \$75m by subsidising 50,000 fewer public service jobs, many of which would have gone to unemployed young people.
However, President Carter has resisted the temptation to prune back or postpone the new youth education and training programme that he announced with much fanfare in January as his major domestic policy initiative of the year (TES, January 18). There is still \$1.2b in the 1981 budget to pursue its introduction in 1982. Elsewhere in the federal budget, Mr Carter wants to eliminate the expenditure of \$1.7b in so-called "revenue sharing" grants to states. These funds are transferred to strings attached and states are to spend them in any way the United States Treasury chooses. That about half of the money actually used to support education is still their revenue-sharing from Washington to help elementary and secondary education, and another six states, large proprietors in local school systems, are to spend their grant entirely in higher education. Such differences are difficult to predict the overall revenue sharing with state governments, but the impact on education could be serious in some places.
The White House was closely with Congress in drawing up its list of cuts, making sure they stood a good chance of getting through Congress. House of Representatives has already passed a bill for 1981, which contains similar reductions in revenue sharing, though some of the details differ from the President's package.

West Germany Comprehensives row stirs up bitterness

Whether to introduce more comprehensives will be a major issue when West Germany goes to the polls this autumn. David Dwigworth looks at the arguments and the allegiances.

As West German politicians draw up their manifestos at the beginning of this year's general election campaign the long standing controversy over comprehensive schooling is emerging as a major campaign issue.

The split between the *Union* governments, which determine secondary education policy, is based on ideological differences and follows party lines. The Social Democrats (SPD) and Free Democrats (FDP) together with the trade unions claim that comprehensive schools offer greater equality of opportunity, facilitate the social integration of children from different backgrounds, and produce happier, and "better" motivated pupils.

The Christian Democrats (CDU) and Christian Socialists (CSU), backed by the associations representing grammar and intermediate school teachers, on the other hand, support the traditional secondary schools: *gymnasien* (secondary modern), *Realschulen* (grammar schools), and *Gymnasien* (grammar schools).
Selection is based on primary school performance after consultation between parents and teachers, and reflects class distinctions in that the majority of manual workers' children go to the *gymnasien*, while those from professional homes favourably attend the *Realschulen*. Only about 6 per cent of pupils at secondary level 1 (the 11-13 age range) attend comprehensive schools and the proportion in the individual federal states varies between one per cent and 35 per cent.

Most of the present 300-odd comprehensives, more than half of them in the state of Hesse, were set up after 1970 following an agreement by the *Land* ministers of education that they should be designated "experimental schools" pending a decision as to whether they are superior to the separate secondary schools or not.
A number of comparative studies have produced a mass of inconclusive and in some cases contradictory evidence, which has been interpreted in various ways by the different *Land* governments. In North Rhine-Westphalia comprehensive schools have become the normal form of secondary school in districts where parents request this if the SPD retains control in the state elections to be held in May. But Lower Saxony's CDU Minister of Education, Herr Werner Rammers, has decided not to upgrade his state's comprehensives, and the Bavarian CSU government intends to phase out the existing comprehensive schools by 1981.

In June, 1979, a compromise seemed to have been achieved by the Education States Committee for Educational Planning (BKK). During its deliberations on an extension of the 1973 *Bildungsgesetz* (overall education development plan), which would have established the pattern of secondary education throughout the Federal Republic for the remainder of this decade, it was agreed that the tripartite system should be retained in the CDU *Land*, where comprehensive schools would continue on an experimental basis. In SPD-controlled states, however, more comprehensive schools would be introduced as the normal form of education at secondary level.

But the conflict was renewed last autumn when the SPD government of the city state of Hamburg decided to amend its Schools Act of 1977 and give its comprehensive schools the status of a normal form of secondary education. The move was announced at the end of a meeting in Hamburg of the conference of *Land* education ministers, and was seen as a deliberate provocation by the CDU/CSU ministers.
They responded by postponing discussions on the *Bildungsgesetz* until the summer of 1978, recognising the leaving certificates awarded by comprehensive schools in SPD states after the present inter-state treaty on the comparability of secondary school qualifications expires in 1981.



Will the bill in "experiment" in secondary schooling become the common pattern?

This would prevent comprehensive schools, leavers from these *Land* from taking up vocational and higher education courses in the CDU/CSU states.

Since the Hamburg incident positions have become more entrenched on both sides. In particular CSU leader Herr Franz Josef Strauss, who is on record as saying that he will not approve the support of comprehensive schools "either in Bavaria or anywhere else" and who will replace Herr Helmut Schmidt as Federal Chancellor if the CDU/CSU can overturn the SPD/FDP coalition's 10-seat majority in the *Bundesrat* this autumn, has been accused of exacerbating the dispute for election purposes by the CDU/CSU ministers.
The divisions in the general population are less clear cut than among the politicians. A survey conducted in the summer of 1978 discovered a widespread demand from parents for more comprehensive school places, but several comprehensive schools in Hesse have only two-thirds or three-quarters of the pupils they were designed to take.

In parts of Hesse where the provision of grammar and intermediate schools is inadequate many parents send their children long distances to schools in the neighbouring state of Rhineland-Palatinate. And in March, 1978, parents' associations in North Rhine-Westphalia joined forces with teachers' organizations, the Catholic and Protestant churches and Christian democratic voters in a massive petition which rejected SPD/FDP plans to introduce so-called co-operative schools—a thinly disguised alternative version of non-selective schooling.
The comprehensive school controversy has wider implications for West German education. Differences of opinion between the *Land* governments will not only mean greater diversity of educational provision but will also lead to increased pressure from the Federal Government for additional powers to ensure a more unified system, with the inevitable reduction in state autonomy that such a change would give rise to.

Italy Medical check will help control chaos

by Dalbert Hallenstein

VERONA

Italy's overcrowded medical facilities will introduce a limited number of enrolments after 11 years of chaos resulting from their legal liability to select matriculants.

In 1969 a series of reforms made it possible for any student who had passed his final school-leaving examinations (known as *La Maturita*) to enrol in any university, faculty regardless of the subjects taken at school.

The universities were made powerless to reject qualified school-leavers while, at the same time, other reforms were passed which made it virtually impossible for school-leavers to fail the *Maturita* exams.

The result was an explosion in student enrolments. In 1958-59 the number of university students was 231,090. By 1967-68 it was already 511,070, while in 1978 it had reached over three million.

The problem of overcrowding was aggravated by the fact that almost nothing has been done since the Second World War to increase basic facilities such as lecture halls, libraries, scientific laboratories and student housing. At the same time the appointment of trained teachers has been at a virtual standstill until recently.

The university of Rome, for example, was built for a maximum of 10,000 students, but more than 140,000 students are now enrolled there. It is estimated that if all its students actually turned up to study at the same time its buildings would literally collapse.

Nor is regular attendance, even in such facilities as medicine or engineering, insisted on. This is more or less the situation in most of Italy's universities, and the results, academically, have proved disastrous.

Medicine has been hardest hit by the student explosion. In 1967-68 the number of medical students was 43,754 while in 1978 it had risen to more than 150,000. This is considerably higher than the number of practising medical doctors now active in Italy.

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John Grove looks at Denmark's new guidelines for a broad-based curriculum Danish sixth forms get a meaty common core

Staffing cuts in Britain are now leading into the provision of sixth form minority subjects. Courses such as general studies and extra O levels are becoming difficult to maintain.

In contrast the recently published English translation of Curriculum regulations for the gymnasium in Denmark gives some idea of the breadth of education offered to some 40 per cent of this age group in another European country.
The aim of the gymnasium, which caters for 16-19-year-olds, is to give an extended general education and provide the necessary background for further studies. Students are educated on the basis of a statement of aptitude issued by their earlier school, and 85 per cent of all students pass the leaving exam (*Studentereksamen*) after three years of study.
Each student starts either in the mathematics line or the languages line, but (as can be seen from the standard timetable) everyone has a large common core. Provision is made for student participation in planning each study course.
When school opens, the teacher should either draw up a working plan for the autumn term in co-operation with the students, or make such a plan known to them. As regards the later phases of instruction, the general rule is that these are planned jointly by the teacher and the student. The examination syllabus to be offered should be selected in consultation with the students, the regulations say.
The common core is substantially large, and makes a valuable contrast to the attenuated programmes of our sixth forms. Each subject in Denmark has its declared objectives, syllabus and examination arrangements. Extensive experimentation is followed by the Ministry, but certain regulations and standards are basic to gymnasium, and the following courses (with abbreviated notes) provide an element in every student's education:

1. *Acquire insight into social conditions and the role of man in society in the past and present.*
2. *Develop skills in the critical analysis of social problems and the values attached to them.*
3. *Acquire the necessary background for, and training in, analysing, and using source material and international relations in history and social studies.*
Fifty per cent of the time allocated to history and civics should be used on history before c. 1930, 30 per cent on history after c. 1930, and 20 per cent on civics.
4. *The economic and social structure and functions of society.*
5. *Organization and functions of the political system.*
6. *International relations.*
Geography and Biology:
There is at least one year's unit to every student's experience.
7. *Instruction should give the students knowledge about and an understanding of Christianity and some non-Christian religions.*
8. *The students should gain awareness of language as a personal and social activity.*

Standard Timetable for the Gymnasium

(Lessons per week in each year)

Subjects	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Mathematics	4	4	4	4	4	4	4	4	4	4	4	4
Science	4	4	4	4	4	4	4	4	4	4	4	4
History	4	4	4	4	4	4	4	4	4	4	4	4
Geography	4	4	4	4	4	4	4	4	4	4	4	4
Biology	4	4	4	4	4	4	4	4	4	4	4	4
Chemistry	4	4	4	4	4	4	4	4	4	4	4	4
Physics	4	4	4	4	4	4	4	4	4	4	4	4
Art	4	4	4	4	4	4	4	4	4	4	4	4
Music	4	4	4	4	4	4	4	4	4	4	4	4
Physical Education	4	4	4	4	4	4	4	4	4	4	4	4
Foreign Language	4	4	4	4	4	4	4	4	4	4	4	4
Religion	4	4	4	4	4	4	4	4	4	4	4	4
Common Core	4	4	4	4	4	4	4	4	4	4	4	4

How it works in practice

Languages: Danish and/or German is studied by all students in their first year, and French or Russian for all three years, so that everyone has the experience of at least two modern languages.
Classical civilisation:
The students should become acquainted with essential aspects of the culture of antiquity through the study of Greek (Roman) authors in translation, and through the study of a number of Greek (Roman) works of architecture and visual art.
History and Civics:
The students should:
1. Acquire insight into social conditions and the role of man in society in the past and present.
2. Develop skills in the critical analysis of social problems and the values attached to them.
3. Acquire the necessary background for, and training in, analysing, and using source material and international relations in history and social studies.
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Geography and Biology:
There is at least one year's unit to every student's experience.
7. Instruction should give the students knowledge about and an understanding of Christianity and some non-Christian religions.
8. The students should gain awareness of language as a personal and social activity.



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LETTERS

Practical alternative to pure maths

years of the course (leading in most cases to a degree) should be regarded as an excellent general education of relevance to a far wider audience than would be architect alone, whereas the final two years is already a vocational course. This is the view which is being attempted from the Part II examination of the Royal Institute of British Architects. This form of education seems to me to be of optimum advantage both to the individual student and the society whom they later serve.

Although, as with most things, the British system of architectural education has some least desirable aspects, it is much admired overseas. Another convincing demonstration of its virtues might be the extent to which architectural students influence policy decisions relating to their own education, through the Schools of Architecture, of which many of them are members, in which their voting membership is equal to that of the heads of schools and their teaching staff. We believe that it is probably due to the ability of architectural students to assume such responsibility that the British have been able to make institutions in involving student participation in its affairs, at even the highest levels.

More than 20 years ago the professional institute attempted to bring architectural education in line with the needs of the profession, instead of emphasizing its distinctive features. It is to be hoped that the present government will not repeat this mistake through any such unfortunate rationalization of the existing network of schools, which is a loss which is currently being suffered by the building industry (due to government cuts linked with an abnormal mortgage rate), architects are hardly likely to actively support the survival of a school of architecture bringing no such advantages, such institutions exist exclusively for the production of professionals who will compete with them for a limited world-wide.

We are, therefore, turning to all who are interested in the development of a more broadly based education, to present a network of tertiary education to recognize the wider possibilities of architectural education, and to encourage prospective students and employers to also accept this view. For the same reason, we are appealing to practitioners in all disciplines to join with us in supporting the Cheltenham School. The specific value of this course—studies pursued jointly by students of architecture and of landscape, and a genuine commitment to the locality in which the school is situated—reflects the special contributions of society, namely rural and urban aspects of the relationship between buildings and their physical setting. This school would, therefore, seem to have much to offer in the coming decade, all of which would be lost if the school were, as is now proposed, to be closed this summer.

GEORGE CAMERON,
GEOFF HASLAM,
MALCOLM LEACH,
JUDI LOACH,
GEOFF MARKHAM,
JOHN READ,
Cheltenham School of Architecture,
Cheltenham, Gloucestershire.

alternative to pure maths

Sir,—Many of the difficulties in learning school mathematics today are due to increasing use made of mathematics in all sciences and technologies. Physics is not the only school science which has to use mathematics. Biology, geography, economics and sociology among the 'new' users, and mathematics teachers need to consider the ways in which applications of these sciences could be used in mathematics teaching.

School mathematics is taught in three stages. Teachers of young children use concrete objects and lose able pupils accept the need to introduce mathematics through practical experience. Many schools offer their pupils a wide range of practical work involving bricks, rods, beads, and water. Older pupils can experiment with shapes and numbers to learn mathematics through its practical matters of everyday experience. As students become familiar with mathematics can learn to manipulate both here and mathematical laws and to derive what is to them known mathematics. This mathematics can then be applied to other mathematical problems.

Clegg data threatens tertiary college principle

tertiary college principle

Sir.—The duty leaked to the press from the Clegg committee's study (March 14) has resulted in a great deal of disquiet in this college. We are a tertiary college set up in 1976 from an amalgamation of the old technical college and the sixth forms in the area. Such an establishment is considered by many to be the ideal educational progression for 16 plus students after secondary school and is an increasing and still developing pattern in many authorities.

Under this scheme we are organized on further education lines; the bulk of our teaching remains advanced level GCE and O level classes. Most teachers are lecturer scale 1 who were formerly scales 2 and 3 in schools, the latter having protected scale 3 salaries. Most department heads (e.g. mathematics, modern languages, biology, chemistry, geography and art) are

protected schools scales 2-4 though some were on prior to comprehensive reorganization. On such protection salaries we would be much better off!

(2) People teaching in sixth form colleges would receive a large increase in salary (many new establishments sixth form college plus in this region are scales 2-4) whereas we in tertiary colleges doing the same job and more, i.e. TGC, BEC, evening work (O and A level part-time) would be on a much smaller salary. The heavy demands of administration and teaching in a tertiary system could not be reasonably compensated by reasonable comparative remuneration.

(3) When this college was established some of us were transferred from school scale 3 to lecturer scale 11. This authority considered it to be a promotion and awarded one and one-half increments to transfer. The linked data suggest that this was in fact a promotion

more formerly scales 3 or 4 (again the latter on protected scale, 4 salary) tends of detriment in

My colleagues and I would like to make the following points:

(1) If any note was taken of the leaked data in deciding our salaries then we would suffer from a large cut in salary compared with the situation we would be enjoying had we stayed in the pre-comprehensivise or current secondary schemes. Most of us would be clamouring for our lecturer 1 and lecturer 11 salaries to be ignored, and for us to be given the

in this tertiary college. We feel the tertiary system is the system for the educational needs of the 16-plus student even though it puts greater stress on teaching and learning. There is no doubt that if any of these leaked data were implemented in the second and FE salary scales then the tertiary college system would die.

DR M. B. GREENHAY, AGU,
Head of Biology,
Leigh College,
Marshall Street,
Leigh, WN7 4HX.

"Wait! Don't say anything you'll regret later—remember, he is the hand-master and you are parked in his space."

Implied criticism?

Sir.—John Wain's footnote to his television review *Bloody Kids* (TES, March 28) repeats a simplistic distinction between "infer" and "imply" which, it has become fashionable to make, is meaningless. It is, however, quite wrong to imply that the two are never interchangeable. Certainly "imply" and

A place for teachers

Sir.—One significant fact has been missed in the recent correspondence regarding teacher membership of the education committees of the Inner London Education Authority.

In June 1977, the minority unions, including the United Teachers Association, the Secondary Heads Association, the Secondary Heads Association, the Assistant Masters and Mis-

After the blast...

Authorities vary. Thus Cowen begins by writing, "It is a common error to use *infer* for *imply*," but in the paragraph later concedes that "There is authority for *infer* in the sense of *imply*." "A-Z," Herbert insists that the two are always differently used, whereas Fowler does not mention the matter at all.

However, John Wain's own suggestion—to look up the words in a dictionary—certainly shows that *infer* can mean "to lead to a conclusion" or "to have as a consequence" or simply, "To *infer*," *Oxford English Dictionary*, 1975 edition.

JOHN BURNETT,
3 Milford Gardens,
Tilbury, Essex.

Implied criticism?

Sir,—John Wain's footnote in his television review *Bloody Kids* (TES, March 28) respects a simplistic distinction between "infer" and "imply," which, it has become fashionable to make in recent years. However, as he wrongly implies, there are never any simple, unambiguous, certainly "imply" but never mean "infer," but the contrary usage is a matter of choice.

Authorities vary. Thus Gower begins by writing, "It is a common error to use *infer* for *imply*," but four paragraphs later concedes that "There is authority for *infer* in the sense of *imply*." J. A. C. Herbert insists that the two are always differently used, whereas Fowler does not mention the matter at all.

However, John Wain's own suggestion—to look up the words in a dictionary—certainly shows that *infer* can mean "to lead to as a conclusion" as well as "to imply." (*The Shorter Oxford English Dictionary*, 1975).

JOHN RICHARDS
c. Millers Garage

Sir,—One significant fact has been missed regarding the membership of the education committee of the Inner London Education Authority.

In June 1977, the minority union, the London Head Teachers Association, the majority, Heads Association, the Assistant Masters' Association, the Association of National Association of Schoolmasters, or their predecessors, were able to agree mutually on a representative of the education committee and the point was that they represented teachers from the NAS and AAS. However, in 1977 agreement was not possible, and at that point the NAS/UWT claimed the right to nominate to the education Committee on every other occasion. It skilfully won each four years.

Various compromises have been suggested but the NAS/UWT have refused to give up, and on this occasion the NAS has won.


JOHN RICHARDS
President, London Head Teachers Association
Honeywell Book shop
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14/15 April	Birmingham, The Drama Studio, Centre for the Arts, University of Aston, Gosta Road, Birmingham B4 7ET
6 June	Brighton, Weygott Hall, Regency Road, Brighton
13/14 May	Bristol, Rank Strand Electric, 64 Mina Road, St. Werburgh's, Bristol BS2 9XW
21 April	Cambridge, Munford Theatre, Cambridge College of Arts and Technology, Collier Row, Cambridge CB1 2A3
4 June	Canterbury, Kent College, Whitstable Road, Canterbury CT2 9DT
7 May	Cardiff, Welsh College of Music & Drama, Castle Grounds, Cathays Park, Cardiff CF1 3ER
28/29 May	Cardiff, The City Hall, Castle Street, Cardiff
22 May	Chichester, Chichester College of Technology, (Chichester College of Further Education), Westgate Fields, Chichester PO19 1BB
17/18 April	Coventry, Rank Strand Electric, 61 Park Road, Coalville, Lichestershire LE6 3AF
30 April/1 May	Dewsbury, Futurist Theatrical Hire, Hoyle Hyde Mills, New Street, Carlisleton, Dewsbury, W. Yorkshire WF12 8JJ
17 April	Edinburgh, Northside Light, West Hill Road, Colinton, Edinburgh EH13 3PT
16 May	Exeter, Iron Bridge Arts Centre, 13 Lower North Street, Exeter EX4 3ET
22 April/1	Exeter, Iron Bridge Arts Centre, 13 Lower North Street, Exeter EX4 3ET
14/15 May	Exeter, Brown Arts Palace, Eden Court Theatre, Bishop's Road, Exmouth SS3 5SA
14/15 May	Kentford, Brown Arts Palace, Eden Court Theatre, Bishop's Road, Exmouth SS3 5SA
24 April	Kentford, Donnan Saks, 22 Shorn's Gardens, Cobden Garden, London WC2H 9AK
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Science diary

John Maddox Ring of fire

The sun's corona is the ring of bright light that can be seen around the shadow of the moon during a total eclipse of the sun, and it is a curious (if minor) scandal for astronomy that it is still by no means clear why it should exist. But now, as detailed observations accumulate from the new American X-ray satellite (called the Einstein observatory), it has become clear that all the stars so far observed have coronae which are more or less indistinguishable from that of the sun. The need to give a reasonable account of why the sun has a corona has become more urgent.

Less than a century ago, astronomers were in fierce dispute about each other about the nature of the phenomenon. Was the corona associated in some way with the sun, or was it a kind of optical illusion? This controversy raged on until the 1880s, when it came to a close.

That the corona is an extended atmosphere around the sun is now accepted. The question now is why it should be there at all. The puzzle arises because the material of the corona, while exceedingly tenuous as an extended atmosphere of the sun should be, is nevertheless much hotter than the surface of the sun. How can it be that the sun whose surface temperature is about 5,800 degrees centigrade can support an atmosphere whose temperature, perhaps half a million miles above the surface, is certainly greater than a million degrees?

Although the temperature of the high atmosphere of the earth is much greater than the surface temperature, the circumstances are not comparable. Near the surface of the earth the temperature decreases with increasing height, which is a simple and entirely understandable consequence of the influence of the earth's gravity on the molecules of the gases which make up the air we breathe. Such an atmosphere can remain in equilibrium only if the increased potential energy of the molecules in the upper layers is offset by a decrease in their kinetic energy, and that is merely a kind of synonym for temperature. So it would only be reasonable to suppose that the temperature of the earth's atmosphere would decrease steadily with increasing altitude until at some level, the temperature of the earth's atmosphere would approximate to the absolute zero of temperature, the zero would be surrounded by a shell of frozen nitrogen and oxygen and there would be no chance of seeing the sun, let alone the sun's corona.

This expectation of how the earth's atmosphere should behave is a travesty of the truth because of the existence of the sun. For one thing, the temperature at the surface of the earth is engendered by the energy carried in through the earth's atmosphere by radiation from the sun. If the earth were as far from the sun as Neptune, the atmosphere would simply be a solid skin of frozen gas covering the surface of the planet.

At the distance we are from the sun, the atmosphere is the way it is partly because of the way in which visible radiation from the sun can reach down to the surface of the earth, but also because other kinds of radiation—all the X-rays and most of the ultraviolet light—are absorbed in the upper atmosphere, 10 miles and more above the surface. And that explains why the temperature in the earth's upper atmosphere increases with increasing height above the surface. On the face of things, this is the kind of phenomenon that might explain the sun's corona.

Unfortunately, that cannot be the case. There is no sun-feeding energy into the sun's atmosphere so that the temperature half a million miles up is a million degrees or more. Somehow, the sun must play this trick on itself.

towards the surface of the sun. All this is required by the laws of mechanics and thermodynamics, but in any case fits in well with observations of the surface of the sun—it has the patches of hot and cold that people would expect to see as a consequence of a convection pattern in the outer layer of the sun.

The transport of heat by convection inevitably involves turbulent motion, some of it quite rapid. Turbulence on this scale entails the kind of random motion that we in the earth's atmosphere would recognize as a noise. Within the sun's atmosphere, however, the result would be that energy is carried from places where there is a lot of it, as within the convection layer, to places where there is very little of it, as, for example, half a million miles above the surface of the sun. In other words, the argument has gone, the sun's corona has been born, and the temperature of the energy transported in that region by electric waves generated within the outermost few hundred kilometres of the sun's sphere.

Until a year ago, astrophysicists had good reason to be pleased with

this explanation. The acoustic explanation of the high temperature of the sun's corona would also be expected to apply to stars very similar to the sun in which the transfer of energy to the interstellar space was accomplished by convection, but could not be expected to apply to stars where very much greater or very much less than that of the sun.

This is why the latest X-ray observations have been such a surprise. All the stars within our galaxy which have been looked at so far turn out to emit X-rays, with the interstellar envelopes of temperatures a million degrees or more. The explanation may work well for the sun, there is every reason why it should get work for other types of stars, and younger (and hotter) stars in particular. So astrophysicists have set out to understand how it can be that all stars appear to have coronae. The inevitable fallacy of their argument is that they have taken up the wrong end of the stick. They are sure that the sun's corona is something like correct?

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features



Wrong on cue

Henrietta Dombey takes issue with

Audrey Wisbey's view that

music can be of

help to children

who are failing to read

musical features are of no more help in distinguishing "f" from "v" or "e" from "o" than colour and size are in distinguishing tables from bookshelves.

You can have high stressed "e"s and high stressed "o"s just as you can have big green tables and big green bookshelves. "Cat" pronounced in a voice that is loud, high and harsh is composed of the same set of phonemes as "cat" pronounced in a voice that is soft, low and gentle. The features that matter are voicing, nasality, openness and others, but not those musical features that she identifies.

Audrey Wisbey is wrong in her claim that defective auditory perception is a major cause of reading failure. There is plenty of evidence to show that, apart from those with medically detectable hearing deficiencies, poor readers are quite as capable as good readers of discriminating between words with very slight sound differences such as "cat" and "cot" or "pin" and "bin". Furthermore, she has advanced no evidence to substantiate her claim that, in the early years, is the direct cause of later reading disability.

However, although there may be no clear, aetiological cause of dyslexia, there may still be a real phonological problem preventing some children from learning to read. For, strange as it may seem to us, to whom reading is second nature, the ability to hear the difference between "cot" and "cat" does not automatically confer on the child the ability to split "cot" into a sequence of sounds.

If you have ever tried to play I Spy with a four-year-old, you will know that her guesses can be wildly unrelated to the initial sound that she is given. But if the child guesses "dog" to a given initial "f", it doesn't mean that she can't hear the difference between "dog" and "log".

For very young children, words are what they mean, not a sequence of arbitrary sounds. Studies of language acquisition have shown that most five-year-olds have acquired a knowledge of grammar that tells them how to make nouns plural, transform verbs into the past tense, construct complex noun phrases, and subordinate and co-ordinate clauses.

But, paradoxically, however hard you try to let a five-year-old to understand such terms as "noun" or "verb", you are unlikely to have any success. Many are unaware that even language is constructed of separate words. Young children have a complex but quite tacit knowledge of the rules of grammar. Their knowledge of phonology is also complex, but it may well be just as tacit.

Although such tacit knowledge has proved quite adequate to permit the child to recognise all the phonemes of her language and to produce most of them, it seems that conscious explicit knowledge of the phonological composition of words is an essential prerequisite to learning to read, at least by phonetic or look-and-say methods. A number of studies have shown that those five-year-olds who can't segment simple words into their constituent phonemes tend to be

come significantly poorer readers than those who can.

Even at the level of decoding individual words, reading is a linguistic process, in which the reader's knowledge of the vocabulary and sound sequences of her language, her knowledge of which parts of speech and which meanings will fill a particular slot, all supplement the graphic information (the letters on the page) and combine to assist her in identifying a problem word.

In fact, in English these linguistic cues are particularly important, since the sound/symbol relationship of our writing system is notoriously complex. An ability to relate sound to symbol will not help the beginning reader to decode such simple words as "once", "two" or "there". Conversely, in any reasonable text, linguistic cues will soon help the reader to sort out "was" from "aw". There is considerable evidence that children who are behind in their linguistic development are also retarded in their reading. And poor readers asked to produce the names of common objects take longer to do so than average readers and make more errors.

Even if we restrict our attention to the more intelligent poor readers, the results are still clear: poor readers scoring at a normal level on non-verbal intelligence tests have been found to score significantly below normal on a vocabulary test. Dyslexic readers at seven or eight have also scored significantly below normal on tests of syntactic skill.

It is not hard to see why these linguistic deficiencies should be associated with failure to learn to read effectively. Language can help with this complex task in two ways.

First, language can provide a means for coding visual information, enabling the brain to hold more information in the store of short-term memory and pass it on to the long-term memory. Children who have problems with this process may be helped by careful teaching of letter names.

Second, the child's tacit linguistic knowledge will provide her with a battery of informative cues to supplement the graphic information on the page. Children who produce verbal labels slowly and whose command of syntax is limited and hesitant are in no position to make sensible guesses about problem words.

In our attempts to find the causes of reading failure, must we always look for deficiencies within the child? Teachers can help or hinder children in all the problem areas I have indicated. Teachers who effectively discourage children from guessing sensibly are preventing them from making use of their tacit linguistic knowledge.

Children are also prevented from using this knowledge when teachers ask them to read texts in language that is very different from their own. Teachers who do not help children to become aware of the phonemes in a word are preventing them from making any sense of phonic instruction.

There are all too many children who fail to learn to read with ease, not counting those who suffer from emotional, motivational or intellectual handicaps or the gross physical handicaps of deafness or blindness. What these children need, however, is not what Audrey Wisbey would like to give them.

Music and dance should be valued in their own right, not as apologetic aids in the complex conceptual and linguistic task of learning to read. It is not surprising that there are many people like my eight-year-old daughter who are fluent readers, but who cannot sing in tune.

Henrietta Dombey has taught in primary schools on both sides of the Atlantic. She has been a lecturer at the London Institute of Education, at Goldsmiths College, and for the past eight years at Brighton Polytechnic.

features

Caring the play way

There is a growing recognition that playschemes can prove crucial in catering for the emotional needs of children in hospital. Yet those involved in such schemes describe the national situation as 'chaotic', as Margaret Prosser reports



June Kossoff, play specialist at Edgware General Hospital. "My job is about creating the right atmosphere." Right: children, and their families, are encouraged to make use of the play area.

"There was ginger cake and custard for dinner and lots and lots of toys. Mummy brought me a toy too. Hospital is a little bit good."

So reads the open testimonial neatly pencilled by an eight-year-old, and displayed next to the Paddington Bear curtains and the Noah and Nellie cut-outs, on June Kossoff's "patch" in Edgware General Hospital in London.

As the hospital's Play Specialist, it is June Kossoff's professional aim to make hospital "a little bit good", not only for the patients in the children's ward but also for their parents and their brothers and sisters too. She puts it this way: "My job is about creating the right atmosphere, so that being in hospital, which must involve fear for the child and anxiety for the family and often pain and discomfort, can become a positive, strengthening and maturing process."

The idea of Play Specialist—a post variously described in hospitals as Play Leader, Play Worker, Play Therapist or even Aide to the Occupational Therapist—has some confusion towards its meaning. But it does mirror the ambiguity of the play movement within hospitals, and the divergence of health authorities towards it.

The play in hospitals movement is still not accepted as a ward priority by NHS. The Platt Report was back in 1959 spoke of the need for organised recreation for children in hospital, and the Save the Children Fund has committed cash and expertise in pioneering the provision of play schemes.

But in 1970 the Expert Group on Play in Hospital concluded: "There are still far too many children's wards with none of the ancillary services to soften the impact of what can too easily be a terrifying experience for our children."

Ten years later that conclusion still applies, with many hospitals making do

by relying on the efforts of junior nurses and a couple of boxes of toys, or on well-intentioned but untrained volunteers.

"Chaotic" is how leaders of the play in hospitals movement describe the situation—although nobody can define exactly how chaotic, because hospitals collate their statistics in very different ways.

Where organised schemes do exist, they may be funded by the hospital itself; by the Save the Children Fund; by the National Association for the Welfare of Children in Hospital; or by a combination of these groups. Lack of funds, made even more acute by the cut-backs of recent years, underlies the haphazard nature of the system. In the juggling of priorities for hospital spending, play schemes, run by paid leaders, are still often seen as an expensive and expendable luxury.

But despite the financial climate, the number of playschemes in children's wards is growing. June Kossoff's is among the newest, with just six months of operating. She herself is the kind of person you would give your eye teeth to have next to you if you found yourself stuck in a lift between the fourteenth and fifteenth floors. She has that certain calm that no amount of toppling brick towers or skidding trolleys in the playground could disturb.

On the day I joined her, she spent her whole morning caring for a distressed three-year-old, whose mother had taken in 10 days. The child had been admitted for a major emergency operation, and his mother had stayed at his side day and night, sleeping on a camp bed beside his cot. In her first absence, anxiety threatened to overwhelm him.

Fortunately, cases of such severe distress are rare. "If you had come yesterday you would have found me cooking all morning with the children. It's a

different scene every day," said June.

In fact, the only routine of the day lies in the beginning moments, when she makes sure the play room is attractively laid out. Patients range from babies of a few weeks to children in their early teens, and all are encouraged, with mums and dads and brothers and sisters too, to use the play room.

Because of the age range, play resources must be comprehensive. And in this hospital any clinical image is finally dispelled by the free availability of "messy" materials, including sand, water, dough, glue and paint. Where children are unable or prefer not to use the play centre—a homely hallowed room at the far end of the ward—toys are taken to their cots and cubicles.

June Kossoff works only in the mornings, but has the advantage of being part of a play team that includes a nursery nurse and a full-time teacher. Despite their common aims all three are employed by different agencies: June by the Save the Children Fund, to which the hospital makes a grant to cover her salary; the nurse by the hospital; and the teacher—whose work is centred on play, but who does structured teaching when necessary, as in the case of children confined to bed for long periods because of broken bones—by her local education authority.

In encouraging siblings into the play area along with parents, the play team is putting into practice the belief of the hospital paediatrician that children get better faster with their family around them. This is a hospital where the majority of mothers "live in" with the own tiny kitchen and a shower room.

It is an integral part of the Play Specialist's role to help alleviate the distress and anxiety of parents. Indeed, while June is organising activities for the children she can find herself also caring

for a mother whose child is in the operating theatre. Less dramatically, she may be gently supporting mothers and fathers who simply want to talk to someone who is not wearing an inhibiting white coat.

It is this relationship with the whole family which enables the Play Specialist to make valuable observations at regular meetings with the medical and paramedical team in charge of each patient. June Kossoff, for example, joins a weekly team meeting which includes the paediatrician, child psychiatrist, ward sister and probably social worker and health visitor. Once a month she also takes part in a ward meeting, which looks specifically at problems or needs arising in the children's ward.

Established and caring hospital play schemes tend to have in common a paediatrician sympathetic to the total play ethos. That is the case too for Play Leader Mary Digby, although she works in quite different circumstances from June Kossoff.

Apart from their different titles, Mary's full-time job is at Moorfield's, a specialist eye hospital in London. While the hospital employs her, it is the Friends of the Hospital who raise the money for her salary. Her patients differ too, in that they come to hospital either for eye operations or for assessment and treatment of visual problems, and not because of illness.

The majority of them will return to the hospital at least as outpatients, and as outpatients too will be encouraged to attend the play room, not only because play therapy forms an essential part of general paediatric assessment, but because the room is an Aladdin's cave where only nice things happen.

Mary Digby's first concern is creating the right atmosphere for children and their parents. "I call it the 'wow' moment," she said, demonstrating exactly what she meant by handing out

features

Lessons of the masters

Joe Benjamin ponders the difficulties of carrying on the work of pioneering spirits such as David Wills, who died earlier this year



Photographs by Pete Addis

In my more cynical moments, I sometimes wonder to what extent obituaries in *The Times* and elsewhere were or are pre-written by the "dear departed" themselves.

Certainly no obituary of David Wills, who died on February 2, came anywhere near to matching the interview he gave to his friend, Shonon Rodway, director of social services for Merton, just before he died (see *Community Care*, February 2). Here he tried to explain his faith, the influences of early life—"I was brought up in a pious household, and we were all taught to be do-gooders"—and his personal approach to such idealistic concepts of self-government for, by and on behalf of young offenders.

Wills, I suspect, would have been sad to see such attempts at self-government instituted without the essential prerequisite of love. "This is not to deny those obituaries that were—and will be—published; merely to point out, perhaps, that the 'subject' is likely to be more direct, more honest, more analytical and more explanatory than any other person."

In my more serious moments, it bothers me that such books as Makarenko's *Road to Life*, Bazely's *How to Live* and the *Little Commonwealth* and Wills's *How to Live* (1941), *The Barns Experiment* (1945) and the even earlier *Q Compas* (1940), compiled by members of his employing committees, are noticeable by their absence from the reading lists of social, educational and youth and community work courses. Is it because such work is now regarded as history, or because we are deluding ourselves that we have absorbed the lessons of the masters, and taken on board both their theory and practice?

But where, today, will you see practical demonstrations of self-government among the delinquent and social misfits? Makarenko's Gorki Colony in the Soviet Union is no more; neither is Homer Lane's Ford Republic in the United States, nor his Little Commonwealth in England. I am doubtful that Nellie's Summerhill will long continue as he himself understood and ran it, or, indeed, that it has much in common with the Summerhill he first founded.

We need, therefore, to examine the men themselves, before we attempt to understand the work they did. Having known David Wills only slightly, and then only, as it were, around a committee table, I cannot attempt such an analysis; nor, I suspect, could Wills or any of his predecessors. Makarenko was a committed communist, Homer Lane, by all accounts, an ebullient Christian, and Nellie an aggressive atheist. Yet Wills, himself a devout Christian, could only say he had known "several admirable people, of whom Nellie was one, who are atheists... but such people are rare."

Perhaps genuine modesty—humility—prevented Wills from seeing that work-wise, he, too, was of this rare breed, and that religious, political or humanistic stunts are irrelevant. There is, among such people, a purely personal faith—if

you like, a happy arrogance—which supports their belief that they are right, and that in the results of their work they can be judged.

Much has been made of the fact that Wills was FSW trained, and was the first person to have ever worked with psychoanalysts in a residential setting. Wills himself told Rodway that while this was true, what it did not bring out was that it was he who made use of the psychoanalysts, not the other way round.

Today we all tend to label ourselves as people who don't like labels, while continuing to get caught in the categorisation of the socially deprived, the maladjusted, the educationally disadvantaged, the truant and the delinquent. And with this we construct and further develop a society and social service structure which divorces us from each other, and from our own basic individual humanity.

Wills saw this very clearly, and refused to admit that there were any essential differences; that, simply, everyone, the young, the not so young and the elderly, are or should be the object of love. Yet it is this simple precept that is still beyond our own understanding.

The masters had it—all of them—and expressed it with humour, with rage and with emotion. (Makarenko, in despair of not being able to show his love, once put a gun to his head.) Wills himself summed up the problem faced by disciples: people who appreciate the theories, who build structures to incorporate the machinery of action, but who lack the oil of love to make them work properly.

A large number of people go half-way and take what one might call a not unloving attitude... but to take a really loving attitude costs so much that few people are willing to do it... so many institutions which set out to work in the way we have been talking about are not in the end very successful, because people have not been prepared to make the total commitment.

For those of us who are parents, teachers, social or community workers, therein lies the challenge. The philosophies expounded by the Makarenkos, the Homer Lanes, the Nellies and by David Wills are important, as are the structures they created around themselves. But merely to "read and digest", to learn and to build comparable structures is, for many of us, to anger failure. We cannot teach love; we can only practise it, and set examples. We can then begin to learn from each other.

Wills trained as a social worker more than 40 years ago, when "one had to be extremely objective and uninvolved". Social work theory and practice have not changed all that much, so I am glad to let Wills have the last word: "One has to be objective from time to time in assessing what one is doing. Objective at the case conference, but unobjective and deeply involved in all other aspects of the work."

Joe Benjamin is a senior lecturer at North-East London Polytechnic.

John Wain on a week's television

pective special pleading of who has become in our time the respectable liberal voice of history. To claim and Nazism did temporary triumph in those three countries and they were ideologies directly nourished by the beliefs and experiences of influential members of the generation of 1914.

Wohl's book may chase shadows and even shadows of shadows—much of its content consisting of interpretations of either minor or major literary or historical texts and, after its fashion, a history one. Wohl writes in an exceptionally elegant style unusual for so large, compassa surveys. In grappling with the theisms, feelings and atmosphere of the late 19th and European intellectuals who went into the War one come out of it as he admits the reader is the period almost in the way that this reflection or drama does. It may be impossible to lay down a general rule, to say with confidence, at least 30 years or with Ortega I make any confident black-and-white statement about it, but the survival of its ideas helps to recast and breathe life into the reality that once surrounded it.

John Spurling

ackground to the music. Clements' controversy has emerged from something like obscurity to something like recognition only in recent years, to the programme had to be re-broadcast. The programme, in form, with scores, linking the episodes with a commentary spoken by Clements himself. The result was, in some ways, more aesthetically pleasing than the original. It was, informally, documentary on British thought of course the latter had more chance of being reliable. The Clements programme will stay in the air largely because of the excellent production and the not very good Robert Duncan as the younger Clements and Jan Karvey as his mother. But of course Clements, though an interesting and clear,

serious man, is nothing like as important a writer as Britton is a composer. We need both kinds of programme, since we have both kinds of artist.

and easy does poor"). On a more personal level, the *Diary* takes us through the most important part of her relationship with his Sackville-West, whom she had known, a little apically, since 1892 but only in 1915, as she was to claim, was "the day of her life." It was not for some time that real life fully and passionately this attachment truly became: she does not at once confide such agonies and ecstasies to us, and by the time she begins to tell her diary most of the sum of her thoughts, the enthusiasm has already become a commonplace of her life (in so far as any relationship between two such extraordinary people could ever be called commonplace). The two women are through the affair, and at the start of her next important relationship, she finds her marriage with Ethyl Smyth, whom she meets in February 20, 1930. Strange enough, the avoidance of the diary presents a picture rather different to its outline and its implication is that of the Nicholson's *Diary of a Marriage* (1931). For the reading both books with a firm sense of the importance and security of their marriages is to live of these two very different women.

American Prints is another in the barefaced series of exhibitions mounted by the Prints and Drawings Department at the British Museum over the past couple of years. As always, the exhibition is cleverly laid out, tactfully ill, and abounding in content.

Americans droughtmanship has been widely round the tangle of the times. From the romantic sophistication of Whistler's avocations of Venice—pictures built up with skulls of inkling over etchings and cryptic—the changing tides have brought us on the wider shores of Americanism and the "rejective" egotism of Robert Rynas, which consists solely of white rectangles. To juxtapose American Prints with the two big exhibitions in London, Towards a New Art and Towards a New World,

York life are both exciting and full of a compassionate interest in the figures who hurry through the streets to work at noon the spring afternoons in Greenwich village. The women who stride on the roof against the garish skyline in her cloths not eating into a lighted, open door in the sky, are the quietest of the city's most forceful compellers of a human landscape. For these vignettes of sharp shadows and quickened bodies alone, the show would be worth visiting, but the inclusion of the music and the dancing from delicate Consattis to manic de Kooning offer an hour jam-packed with interest.

forced on the old Commedia del
 Arte choristers of Columbine,
 Harlequin and Pierrot.
 The programme for *Rag Dances*
 quotes Revelation: "I saw from
 mighty angel come down from
 heaven, clothed in a white cloud,
 and a rainbow was upon his head
 and his face as if it wore the sun."
 But here is no rainbow. The set
 is made of hanging shrouds. In
 the midst those shrouds are found
 dancers in phylaxes and spiritual
 dances. Hoff dead, wounded, mad,
 aimless, they are intermittently
 comforted and strengthened by
 faint other dancers.
 The music is wild and unorthodox,
 waltz two dancers out of "Cuzis
 Dancing," into firstly one of the
 dancers. In *Rags* moves into a solo
 of inspiring confidence and growth
 of ambiguity and metaphor. Tetley
 leaves us to make of it what we
 please.
 Futura performances: *Draft*, April
 2-3; *Warwick*, 6-10 May; *Strat-*
fordham, 13-17 May; *Poole*, 20-24
 May; *Chalfont*, 15-17 July; *Brist-*
ol, 8-12 July. For details of inside
 the Repertory, contact Jane Atten-
 burgh, Education Liaison Officer,
 24, Gough Street, Chichester High-
 Road, London, W.6. Rosemary North

Groheum Vulliamy has some interesting observations on this music section of Twickenham College of Technology in his "Pupil-centred music teaching". But, sadly, popular sociology is not his forte. His "Delinquent or serious music" in which he berates the music establishment, is not the reason for trouble with many traditionally trained music teachers, not so much that they misjudge pop, but that due to excessive reading, they cannot understand any young b, cor?

Lionel Griggs

a bit of Deaton West's character, and a sense of their figures had it not for how one might find in writings to come one has been very disquieting. But at least Virginia Woolf's poetry writing was always held in the separate from her private life, as in the case of Orlando, the relations between the two were left to outsiders, a healthy closure. In her diary, Virginia writes once of her elation, the moods associated with writing, and especially of the postnatal depression she always seemed to have gone through—she expected with *To The Lighthouse*, though on that occasion she was able to counteract it by starting to most at once, and what was to become *The Waves*—but very little about the creative process itself. Presumably she reserved the creative energies for actual creations, and not mostly the external happenings of her life, her constant interest in a busy life of constant interest, and many meals from gossip up. And this is why writing—which was not matched by an almost constant speed of reading—is in itself reserved to those who somewhat find Virginia Woolf's formal, confident writing just a little deadened by the heavy application of art.

...sloane. His eloquent, billowing lines
in each print, as "The Woman's

arts

Time to speak, time to keep silence

Nicholas Wapshott on 'Hollywood' and its legacy

It may be a little too early to judge, but Thames Television's history of the American silent film, Kevin Brownlow and David Gill's *Hollywood*, may prove to be a turning point in the appreciation of silent cinema. We may not come to describe the 50 years since Alan Crosland's *The Jazz Singer*, the landmark for the arrival of talking pictures, as pre-Brownlow and Gill.

The coming of films with a sound track was a ruthless technological change, a time when often dejectedly buried the achievements of the silent days. The quality of the visual image, so important to silent film directors for it was all they had, took second place to dialogue. Film changed from an 'artist's medium' to a writers' medium almost overnight.

From then on, silent films became quite literally 'hanging clocks'. Only the silent comedians—Charles Chaplin, Buster Keaton, Laurel and Hardy, Harold Lloyd and so on—were regularly revived for popular audiences. The serious silent dramatists—D. W. Griffith, King Vidor, Cecil B. DeMille, Henry King—either adapted to sound film-making or left the business. Their silent work, on highly combustible nitrate stock, was left to disintegrate on shelves and only occasionally revived for film buffs and historians.

With *Hollywood*, which finished its first run last week, Brownlow and Gill hoped to impress and seduce a popular audience with the wonder of silent film in an attempt to rehabilitate the dead art. For this they tested the films to their former perfection by choosing the best prints, running them at the correct speed, thereby removing the 'comparing movement' which made them look so foolish and inept, and finally replacing the variable music-

cal accompaniment with a fresh, orchestrated score. The response to their efforts has, on first evidence, been encouraging. By coincidence, the National Film Theatre has been screening a major retrospective of films made by Metro-Goldwyn-Mayer. The season includes many silent works, such as King Vidor's *The Crowd* which Brownlow and Gill featured prominently, and there has been an unprecedented demand for them. They have played in full houses which, before *Hollywood*, would only have attracted 50 or 60 determined enthusiasts.

It would be expecting too much for local commercial cinemas to revert to silent films, but success at the NPT might encourage the British Film Institute to be more adventurous in despatching silent dramas in play in their regional film theatres. At present the only straight silent to be given regular screenings outside London are those by Sergei Eisenstein (*Battleship Potemkin*, *Strike*, *October*) or Fritz Lang's *Metropolis*.

Although Kevin Brownlow thinks television is not the perfect medium for showing silent films, it is television networks, with their resources of money and time, which might make more effort to restore and screen silents. In direct response to the success of *Hollywood*, an unexpected company, ATV, best known for *The Muppet Show* and *Croswords*, has taken the initiative in planning a nine-film season of silents.

Each film will be preceded by a half-hour explanatory programme fronted by John Huxley, the BFI's pretender governor, placing the films in context and showing contemporary newsreels. The season will include *Rudolph Valentino in Blood and Sand*, Douglas Fairbanks in *The Iron Mask*, Tom Mix in *King of the Purple Sars*, John Barrymore in *Dr Jekyll and Mr Hyde* and Buster Keaton in *Steamboat Bill Junior*.

This experiment will be carefully watched by Leslie Halliwell, the



Garbo and Gilbert in a scene from 'Flesh and the Devil', 1926

author of *The Filmgoer's Companion*, who buys films for the ITV network. At the moment he is dubious of the merits of showing silents in their entirety and believes that, while large audiences can be attracted to compilations of extracts from silents, as in *Hollywood*, the full versions would only be of interest to a few. Until the arrival of ITV 2, says Halliwell, there is little chance of a commercial company being able to justify such small audiences.

The most obvious place for silents is BBC 2, which is already established as the channel for serious cinema. But the BBC have no plans of presenting the number of silents shown. They have

screened several silent classics, like Lang's *Metropolis*, but there is not likely to be a conspicuous response to the success of Thames's *Hollywood*.

This lack of enthusiasm from Halliwell and the BBC is good news for all people. David Gill, the co-director of *Hollywood*, having taken great care to show the silent film of its best, with non-perfect prints patched in an appropriate way, he is glad that their work is not to be undone by showing the battered, stretched prints that are currently available.

To build upon the good reputation for silent films which *Hollywood* has established, Gill thinks that every care should be taken

in screen silents as they were intended. They were the first way of mass entertainment and it is power to attract the popular audience still within them and, with proper restoration, they could prove to be popular once again. To rush into oblivion by showing silents in poor condition would be counter-productive.

To that end, in the summer Brownlow and Gill will be travelling to America to investigate the possibility of proper restoration of a number of important silent films to pristine condition. It may prove an impossible task. The tangle of copyright laws, performance rights and ownership make even the restoration of a short film a complex and costly negotiation.

Meanwhile, Brownlow and Gill may be satisfied that they have revived an interest in a popular means of entertainment which otherwise might have disappeared. They were only just in time. New prints have already disappeared beyond repair. Others are mutilated, scratched and weakened so that it would be difficult to restore them even if the original structure of the picture was known. Other masterpieces, such as Erich von Stroheim's *Greed*, are into trouble while being made to have scenes or whole reels missing.

At the very least, the social *Hollywood* is going to change the way that film buffs view silent film. Last October the National Film Theatre celebrated Brownlow and Gill's achievement by screening seven major silents in the six months they showed *Alfred Hitchcock's* *Rebecca*. It should be noted that the last time the NPT showed it down so late, it lasted three hours. It is that sort of blundering, insensitive error which may now be banished. And, who knows? Before long they may be digging on orchestra pit in NPT.

books

Memoirs of an academic millionaire

Gillian Peele reviews Professor Galbraith's essays

Annals of an Abiding Liberal. By John Kenneth Galbraith. Andre Deutsch £6.95. 0 233 97209 9.

John Kenneth Galbraith has had an extremely varied and unusual career. After an initial degree in animal husbandry at the Ontario Agricultural College he moved to the United States where he distinguished himself in the sixties as President Kennedy's Ambassador to India. In between his successful popularisation of the dismal science turned him into the rarest of species—a self-made academic millionaire—and allowed him to indulge with refreshing honesty his preference for expounding his own opinions to listening to those of other people. For those who share Professor Galbraith's view that modesty is a greatly over-rated virtue this collection of essays, united only by the theme that the author wrote them, will be a stimulating and witty work; and even for those who are not so sure they share the principle tenets of the Galbraith Weltanschauung, there is a great deal of information and insight into American political and academic life as well as a good deal of amusement.

The first chapters of the book introduce the reader pathetically both to some of the key concepts of Galbraith's economic theory and to the objects of his scorn and derision. The essay entitled 'The vaults of the modern economy' ought, perhaps, to be required



reading for British adherents of monetarism and the idea that a return to the free market will cure the ills of our society. In the essay, Galbraith chides economists for perpetuating the image of an economy consisting of a large number of firms dedicated to the maximization of profit and subordinated to something called 'the market'. As in his longer works, Galbraith is anxious to establish that the correct

image of the economic system is not of a single competitive and entrepreneurial system but of a double or bimodal system. On the one hand there are, it is true, still a very large number of small businesses contributing perhaps half of the private economic product. In America these are ten or twelve million firms—farms, services and small in his longer works, Galbraith is anxious to establish that the correct

economic theory alive. But the other half of the private product is provided by a very much smaller number of vast internationally-organized corporations which so far from being subordinate to the market, can impose their prices upon it. Such corporations as General Motors, Exxon and IBM can deploy not merely market but also political power (as Galbraith points out ITT has now become a 'code reference' for improper influence through many other large corporations would their client more subtly); and, because the corporation has the power to maintain prices, it is not very responsive to changes in fiscal and monetary policy.

Thus one can have, according to Galbraith, the simultaneous experience of inflation and recession, rising prices in the corporate sector and falling prices in the entrepreneurial one.

Professor Galbraith is acid about the inability of neo-classical faith in the market to cope with the novel combination of politically unacceptable unemployment and socially damaging inflation: 'modern medicine', he says, 'would not be more out of touch with the world if it could embrace the existence of the common cold'. The remedy is clear. It is a prices and incomes policy which uses fiscal and monetary policy as a supplement not a substitute.

The economists and politicians who are too blind to see this simple truth are not spared the lash of Professor Galbraith's pen or rather, as he is at pains to tell us in his discussion of his regular writing habits, his typewriter. Poor William

Simon, former energy 'czar' and Treasury Secretary, is castigated for his attempt to defend free enterprise in a book with a preface by both Milton Friedman and F. A. Hayek. Indeed Galbraith seems to doubt whether William Simon actually wrote *A Time for Truth* himself, just as he comments on the Nixon memoirs that 'as committee work goes' the book 'is not badly written'. And Irving Kristol, editor of *The Public Interest* and a prominent neo-conservative, is dubbed a 'truly devastating force' against what are allegedly the keystones of his own economic thought, though Professor Kristol is reluctant to concede the devastation wrought on his arguments.

Not all the essays are about these familiar themes of Galbraithian economics, however. There are pieces on Evelyn Waugh and on political heroes and villains from Adlai Stevenson ('the champion') to Robert Vesco ('a simple dull looter'). There are reflections on the Hiss case and on the author's personal encounters with the FBI. Finally, there is a lot of travelogue. Since we are reminded how commonplace international travel now is for the masses, the reader might be forgiven for yawning when informed in detail about how immigration officers examine passports at Leonardo da Vinci airport or that the movie on the plane to Tehran had only half-finished when the Pan-Am touched down. Here Professor Galbraith might have benefited from the old-fashioned idea he allegedly learned from Harry Lucas—brevity. The travel essays apart, however, it would be an unusual reader who could derive no enjoyment from this latest offering from an unrepentant captive of American liberal ideology.

A decade, grave and gay

David Martin

The Seventies. Britelo's Inward March. By Norman Shrapnel. Constable £7.50. 09 463280 4.

At the end of your life they say you may experience the whole variegated texture of every moment in a concentrated flash. You are momentarily subject to the most comprehensive review of your past self. Likewise, at the end of a year television may compress the past year's scenes of the previous 12 months into an hour. The producers select an anthology of things great and gay which they rapidly digest by way of piquancy, shock and irony. Alongside this pictorial record they place a linking narrative, which is a retrospective diary scored for emphasis, marked for laughs, with attendant query marks as to the underlying trends and likely outcomes in the future.

Norman Shrapnel's *The Seventies* is just such a retrospective diary, with its first approximation to history and interim moral judgements. It has been produced at express speed to order to appear fully up-to-date only two months or so after the demise of the decade. No doubt most of it was done some time before and required only the latest additions for the close of 1978. All the same, such exemplary speed on the part of the author and publisher is commendable.

Of course, the book is very well written in that every sentence is nicely turned and every notion clearly stated. The trouble is that the

bright, vigorous style of a top political journalist and drama critic doesn't necessarily provide the substance of a wine-bowl. A cavalcade of puppets bowing on and off, introduced by a compère, doesn't even amount to instant history. The compère is too smart and manipulative, and as he patters on about tragedy and force he becomes offensively easy in his manner. Exit two Poppes. Enter Margaret Thatcher. That is the measure of the book.

You have the style of it in part of the blurb. 'Never was there such a Royal decade. Royal mania could be said to substitute thwarted railways for the way of progress. Or was inertia at the centre that drove people to their own extraordinary spiritual urges' (Zion, Yoga etc.). The superficiality is quite relentless and the linkages are devised mainly to keep the prose moving. 'Maybe' could be 'and' and 'perhaps' permit the author to keep pressing on and on in mildly speculative vein. The whole performance is so effortless because it encounters no question of weight or substance. Everything is tossed off or tossed on. The blurb calls it erudite but I am more disposed to call it 'knowing'.

There is some sort of thesis to the book in order to give it colour and shape and to provide line on which to hang examples. In Mr Shrapnel's view Britain in the seventies underwent an inward march. He charts a turning of the permissive tide, which began with the permissive tide of the sixties, and ended with the inward march.

Among this week's contributors:

Charles Hannam is senior lecturer in education at Bristol University. David Martin lectures in sociology at the London School of Economics. Gillian Peele is fellow and tutor in politics at Lady Margaret Hall, Oxford.

Randolph Quirk is Quoin Professor of English language and literature at the University of London. Charles Mannan is senior lecturer in English at the University of London. Mary Lindgren is deputy director of the North London Science Centre. R. S. Robinson formerly lectured in

the teaching of geography at the London Institute of Education. John Gribbin is author of *The Shaking Earth* and *Weather Force*. John Spurling is at present working on the second of his British science books.

More matter with less art?

Ken Robinson at two conferences on the arts in education

One effect of the recent welter of attempts to sort out what schools should be doing has been to cloud the picture of what is actually going on. Two things, however, are clear. One is that there has been a groundswell of activity and interest in the arts which has considerable eloquence for education. The other is that most of the 'essays', 'frameworks' and 'views' of the curriculum have chosen to ignore it.

Two national conferences took place last week which set out to clarify various aspects of the arts and education and to consider practical strategies for the future. The first, at Queens College Oxford, was organized by the National Association for the Advancement of Music (NAAAM) and the second, at the Arts Council of Great Britain.

The Arts Council conference was the first in a series of educational issues, previous ones having looked at The Arts and Adult Education and The Arts and the Universities. This latest gathering looked specifically at the work of professional artists and arts organizations in relation to arts work in schools and came about through the initiative of Sir Roy Shaw, Secretary General of the Arts Council, and Irene MacDonald, their first Education Liaison Officer. This post, originally made possible by a grant from the Colston-Gulbenkian Foundation, is soon to be paid for direct by the Arts Council and this marks an important development in policy.

There are currently three main forms of contact between professional artists and schools. First,

there are the specialist arts education companies such as Theatre in Education and Dance in Education. Second, there are schemes which place individual artists in educational settings for specific projects, such as the Arts Council's Writers in Schools and third, there is direct liaison between professional companies and education. Basil Rambert, The Royal Opera and London School of Contemporary Dance are among an increasing number of companies now employing education officers.

These developments are borne on important changes of attitude in the arts and in arts education. Arts in schools has been frequently misunderstood, its image varying from sheer self-expression to bona fide instruction of leisure. In the last few years, however, the significance of the arts as disciplined modes of enquiry and learning, as dependent on and appreciative of the experience of the audience, has been increasingly understood. The arts should be seen as a means of enriching the lives of individuals and communities, as a means of increasing the consciousness of this and also as a means of training rather than simply tool for training. There are problems in fostering these contacts, however, and the conference brought many of them to light.

Professional barriers don't fall down at the drop of an Arts Council grant. Protectionism is a life in

and outside schools—especially at a time of cuts. Effective Nelson is a genuine effort and needs careful managing, preparation and follow-up. Confronting a poet with a class in total ignorance of each other has no guaranteed results, artistic, educational or otherwise. And one bad experience can linger for a long time.

Moreover, if the arts are to become so intrinsic part of the formal curriculum, contact with professional artists should be seen, as John Stephens, Senior Music Lecturer with JLEA argued at Cambridge, as a basic educational right and should be free of the ad hoc charges school children commonly have to pay. The major obstacle to all of this, of course, is the low political status of the arts in Britain generally reflected in the trivial levels of public subsidy. The accountability movement tends to picture the arts as dispensable luxuries. Its centrepiece is the idea that schools should be 'geared' most directly to the world of work. Watching the rise in unemployment some supporters of the arts have seized the moment to argue for them as forms of leisure, but the long term unemployed will think of themselves as leached remains to be seen. The arts may be recreational but they are something rather different.

Speaking at NATD at Oxford, David Logan, formerly of the TUC's Education Department and of Youth, looked especially at the relationship between education and employment as it bears on the arts.

Levels of unemployment among young people in particular are historically high throughout the West. This is not because of educational policies. It has to do with structural features of the industrial economy.

Young people are out of work because there are fewer jobs for them to do, not because of their O levels. The pressure of accountability intensifies the pressure of examinations and making the curriculum more specialized and rigid at the very time when it must become more generalized and flexible. Academic inflation is no solution to the problems of recession. Schools must be responsive to local, not just national, needs and for Logan the more responsive patterns of adult education may well provide a useful model for secondary education too.

At all events there is a crucial implication here which was perhaps insufficiently drawn out at Cambridge. It is that the arts, with their emphasis on qualities of perception and feeling and on aency of values, represent a different style of education from some of those we have become used to. Their real value will only be seen, not as appendages to the specialist curriculum, but as integral parts of the general curriculum policies schools must soon begin to develop to respond to local circumstances. The long-term process of curriculum review now taking place in Cheshire—bringing together parents, employers and the schools—provides an example of the way ahead.

The Cambridge conference was quite clear, however, on this need for practical strategies. Head

teachers and senior administrators need to be engaged in the debate about the arts and education, and regional conferences may be a way of promoting this. A good way of promoting this is to publish and coordinate experiences to date.

Mr Shrapnel's book is a good example of the critical art. It is a book which manages the contact between professional artists and education and between education and the arts. It is a book which is a professional training course in arts/education liaison and might help to promote a new expertise.

The Arts Council has a charitable responsibility to collaborate with other organizations to pursue its main objectives. Developing appropriate forms of evaluation for arts in schools is a pressing professional commitment with respect to the external demands of accountability. But they must not lose sight of the fact that the arts are a part of the curriculum and that the Arts Council and the Schools should cooperate in future projects.

Ken Robinson is a member of the Gulbenkian Foundation and works on arts in schools.

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books

Elephant man

Jan Stephens

The True History of The Elephant Man. By Michael Snowell and Peter Ford.

Allison and Busby £6.95. 85031 353 8.

It was one of the novels he enjoyed—the read a great many as well as the Bible and Prayer-book—and the beautiful Princess of Wales came to sit with him and wasn't a bit repelled, and once they smuggled him into a box for the Drury Lane pantomime, which he took to have a life of its own, and in the summer he was enabled to open six whole weeks in the country, wandering peacefully about just listening to the birds and picking flowers. The final prospect makes the book bearable. For this was the unfortunate young man Frederick Treves first saw in a "one show" in the Whitechapel Road and when was afterwards rubbed and abandoned in Brussels by his Austrian manager. The deed was all the crueller because he couldn't speak properly and was so hideous that one crass-chained skipper refused him a passage home. It is good to know that there were Good Samaritans.

Joseph Merrick, the Elephant Man, is believed to have suffered from what is now recognized as neurofibromatosis but which little was known in the 1880s. According to his own brief autobiography, which might almost have been

written by DeCoe, the disease did not come upon him until he was five. His mother, of whom he retained almost his own happy memory, died when he was 11, and his father married again, giving him the classic heartless stepmother. His growing disabilities—a skull three feet in circumference, a monstrously enlarged right arm, slightly awry of flesh hanging down from various parts of his body—prevented him from getting work or caused him to lose it. From a long and miserable sojourn in the workhouse he escaped by offering himself to a showman who dealt in freaks—a pathetically realistic decision. During all this time his only friend was an uncle, and too poor, however, to be able to take the lad into his own keeping.

It was when Merrick returned from Brussels in a state of collapse that he was rescued by Treves, a surgeon at the London Hospital, who broke all the rules by taking him in as an incurable. An appeal in *The Times* led to the opening of a subscription for him, and he began to have a life of his own, and he died in two rooms in a quiet courtyard which were turned into a flat for him. Though some of Merrick's earlier life still involves surmise, the authors have been at pains to omit nothing, not even the detailed story of anyone slightly connected with him. The pictures explain why Treves would never let his patient have a looking glass.

When the shell cracks

Charles Hannam

People not Patients. By Peter Mittler. Methuen £7.95. 416 72710 7.

Growing up in Care. By Barbara Kabon. Basil Blackwell £12.00. 631 12171 4. £3.95. 12161 7.

Children, Grief and Social Work. By Gill Lonsdale, Peter Elfer and Rod Ballard. Basil Blackwell £9.00. 631 12191 9. £3.25. 12181 1.

Therapeutic Communities. Edited by R. Hinshelwood and Nick Manning. Routledge and Kegan Paul £5.50. 7100 0109 6. £5.50. 0108 8.

The grass is no greener outside our education plot but it will pay us to look at the brown patches over the fence. Social workers are prepared to admit that it is not all the school's fault; and teachers also know that problems cannot just be shelved or shunted to another agency. These four books deal with situations relevant to teachers.

Professor Mittler's *People, not Patients* is written with luminous commonsense. There is a new approach to mental handicap. He splendidly combines medical, psychological and educational wisdom and this is nothing, not even the detailed story of anyone slightly connected with him. The pictures explain why Treves would never let his patient have a looking glass.

more about the society than the handicapped. Specialists will know of Professor Mittler's reports and work produced by his team; those not immediately involved should look particularly at the discussion of IQ, social competence and parent involvement. The inclusive clarity will help.

On March 31, 1977, 36,000 children had been on Care Orders for more than a year and another 3,100 were waiting to be placed. The numbers increase every year and inevitably these children will be in schools presenting their particular needs and problems. Ten young people who had been in care for more than a year, their childhood met and talked about their lives. *Growing up in Care* consists of their accounts.

It was not all misery and deprivation; indeed the kindnesses, sympathy, sometimes extended to them, without parents was the only way without parents, being shunted out to medical at school (what was done at home) and not having to pay dinner money when the majority paid. Frequent changes hurt. It's the coming and going day the shell cracks. This is a sympathetic yet unsentimental book useful for those with counselling and pastoral responsibilities.

Teachers do not have to cope with such "unthinkable" disasters such as the birth of a handicapped child

and the early death of babies or children in their professional capacity as often as medical or personnel experience. Because of my own events like this are often handled badly; bitter and deep scars are left.

Children, Grief and Social Work gives honest and also moving accounts of how a small group of social workers tried to cope with the strains or anyone involved in such similar work. Despair and pain are too easily covered up and time and maturity are needed to help us come to terms with the loss and what we can be helped.

Therapeutic Communities presents papers given by professionals who work in institutions and who aim to make them more humane and helpful. One recipient of therapy, "Nick", a former patient at the Henderson who might equally have ended up in a prison, writes about his own growth and maturity in a therapeutic setting. This is a good chapter on the Tavistock analysis of the task by I. Menzies which will interest anyone involved with the management of innovation. Large numbers of papers presented at conferences do not make easy reading but if you are more concerned with social problem solving and maturity rather than enforcing mindless conformity, this could be a valuable source for further study.

Teachers do not have to cope with such "unthinkable" disasters such as the birth of a handicapped child

Ask it a question

Facts in Focus. Fifth edition. Compiled by the Central Statistical Office for the British Reference Books. Penguin £2.50. 14 051 053 2.

The present abortion debate centres on the minimum number of weeks before which termination of pregnancy is politically acceptable. The subject has reached the heated argument stage when I brought out the new edition of *Facts in Focus* information on the number of weeks at which the majority of abortions took place and to whom. Single women under 25 married women aged between 34 to 40? Women with four or more children already?

The Health Service offered abortions given to women by medical means or by age or by location (NHS hospitals or private clinics). Also, not in combination. The number of weeks at which termination occurred remained buried in *Handbook of the Office of Population, Censuses and Surveys*. The "raw data" which the CSO hoped could "settle the facts of an argument more often than not" retains the fact that government statisticians, more often than not, do not answer the questions the tables are designed to answer are those of one dimension only—anything more complicated means going to those specialist publications, to a compact volume was supposed to eliminate for use in the home.

If it doesn't answer all your questions, what does it do? It is a pocket-sized version of the admirable *Social Trends* without the comprehensive range of subjects, the commentary and just over £10 less in cost.

The graphical representations offer many subjects for discussion. How has the composition of society changed between the 1901 census and mid-1978? The broad base of the under 15s remains roughly the same, just over 12 million in both cases. But the peak of the pyramid, the over 75s, has increased dramatically, from some 3 million. Better housing and medical care are partly responsible for increased life expectancy (Population, page 18). What about the number of hours of winter daylight recorded by the London Weather Centre in High Holborn over 20 years to 1978 is shown to nearly reach the hours at Kew Observatory. The graph also shows,

unfortunately, that Kew is no longer as pollution-free as it used to be. Since 1970 a slight decline is evident. (Could this be the result of increased air traffic at Heathrow?) (Environment, page 97).

There are also curious juxtapositions in the arrangement of some material which could lead to misleading cause-and-effect explanations. Is the reason for the falling of birth league football attendance and cinema admissions since 1962 the result of the 75 per cent increase in television licences?

The graph says nothing of increasing violence on the terraces or the greater accessibility of the television set to families having more money to spend on consumer durables. (Leisure, page 133).

The Education section does offer a compact over-view aimed at showing the best of the tables in the six volumes of *Statistics of Education*. It also offers, in a limited number of cases, what these six volumes do not—separate information for Scotland and Northern Ireland. The one dimension question it could answer—at least in the maintained sector now (1978) attend comprehensive schools in comparison with 10 years ago?

Longman and Mr Salisbury started out not unlike the newsgatherers in *Sainsbury's* shop, they have interestingly diverged in their official graphic form today.

Sainsbury's are opening a new branch. Barclays are issuing a new credit card. Longman are publishing a new book.

Here we see three ways in which received different treatment in the course of time. Barclays seem to have accepted the logic of their plurality, by keeping the s and dropping the apostrophe. *Sainsbury's* stayed put, perhaps influenced by the rule that while in most words a y after a vowel letter can be followed by an e (compare *day*, *day's*), a y after a consonant normally cannot (compare *fury*, *fury's*)—though in fact we are apt to treat names differently and can write "The Sainsburys have had a daughter." The Longmans, of course, could have gone the same way. Barclays—and for a long time they did, despite schoolboyish jests that they ought to be "Longmen".

But although Mr Barclay, Mr Salisbury and Mr Salisbury are not the same, they are not the same as Mr Salisbury.

Lois Rodgers



Once upon a time there was a man called James Barclay who conveniently married into banking. And upon another time there was Thomas Longman and yet another time, John Sainsbury, and their different times and their different ways they developed different businesses. But they had several things in common. The three businesses flourished, they remain with us to the present day, and they tend to be referred to in the plural. To show just how impressed we are, imagine me readily composes multiple, contrast the simple singularity of "I am going along to the bank" with "they are not delivered my paper". But although Mr Barclay, Mr Salisbury and Mr Salisbury are not the same, they are not the same as Mr Salisbury.

A whaling ship his Yale

Edward Neill

Whistle. By Edward It. Rascenberry. Routledge and Kegan Paul, £6.25. 7100 0389 9.

A whaling ship was my Yale College and my Harvard," said Samuel. Melville's surrogate in *Whistle*, perhaps with an old-glass at Harvard-bred R. H. Dane, Jr. of *Two Years Before the Mast*. The diction pays its own tribute to what he made of his experience as well as what it made of him.

Even in his early, popular travel romances, *Typee* and *Mardi*, however, Melville was, as Professor Rascenberry makes clear, more than a South-Sea-Badger before the onset of tourism. He was aware from the outset of the ironies of civilized contact with "kindly and gentle" "savages" (the villagers themselves being, as he put it in a lecture, "the most barbarous, wretched, irreligious and devilish creatures on the earth"). But he



Herman Melville at 42.

Pater as cult-hero

Valerie Grosvenor Myer

Walter Pater: The Critical Heritage. Edited by R. M. Saller. Routledge and Kegan Paul £11.50. 7100 0380 3.

Who can see the Mona Lisa without admiring a mechanical inward recorded rant of "She is older than the rocks on which she sits; like the vampire, she has been dead many times."?

We inherited the Pater legend; brilliant art critic, model for prose style, a strangely neglected genius, despite an international reputation. As the scholarly introduction to this book points out, Pater's disciples in the arts, as well as by his disciples, built him up into a cult-hero. It is as a critic he is chiefly remembered today. The Renaissance gets noted from libraries, while the rest would be overlooked.

It is easy to get the impression that the cult of beauty—won the day easily then, but has now been outmoded by scholarly discovery. This book, an indispensable anthology and bibliography of cultural history, shows that the objections we are likely to make today were made at the time. W. J. Courthope, in 1874, noted "the free memory acquired by perpetual reading, uncorrected by actual observation, is really of a kind to weaken that acute sagacity which is necessary for a judge".

Emilia Pattison, in 1873, accuses Pater, just at the height of his fame, of "detaching art from its social and historical context". "Mr Pater writes of the Renaissance as if it were a kind of sentimental revolution having no relation to the conditions of the actual world." Sarah Wither, in a single essay (1875) writes: "Mr Pater's fantastic and fanciful material, for exquisite elaboration and overlaying with mystical em-

broidery." Why, she wonders, does he have to write of "Lady Lisa"? Yet Emilia is known only to specialists. Sarah is forgotten and Pater's memory lives. Why?

The much-anthologized passage on the Mona Lisa must have caused more baffled rage among earnest seekers after cultural enlightenment than any other. W. B. Yeats did not hold matters by chopping the passage up into chunks and printing it like that in the first *Oxford Book of Modern Verse*. The other Paterisms that every schoolboy knows are that "all art aspires to the condition of music" and the injunction to young men to "burn with this hord, gem-like flame". Pater's language was political, a propaganda exercise by the aesthetes against the morality and philistinism of the Victorian age. It is reassuring to learn that Victorian critics, too, found Pater's assessment of Michelangelo's massive achievement as "strength and sweetness" inadequate, indeed perverse.

The book includes no studies later than 1911, which we must regret. Sir Kenneth Clark's sparkling introduction to the Fontana edition of *The Renaissance* is mentioned with the respect it deserves, but there is no room to reprint it. Sir Kenneth imported into that edition Pater's essay on Raphael (who finds no place in the index of the Critical Heritage volume).

We are grateful to Pater for appreciating the philosophical in art. Raphael, the painter Ruskin had no time for. Why, one wonders, could not Pater write more like this, more often? The answer is that he took it for granted that his readers shared with him an intimacy with the works of the man Pater chose to call "Pico della Mirandola". Source-grubbing seemed to him a waste of time.

Dance of today

Modern Ballet. By John Percival. Herbert Press £6.95 and £3.95.

Martha Graham once said that there were two kinds of dancing: one good and one bad. Her words were no doubt intended to be an end to one of those bitter arguments over the respective merits of the classical ballet and the modern dance. Just as some people who still profoundly respect the achievements of parts of the modern dance world. They point out that the classical ballet is a lack of intellectual content, an abandonment of form or structure, a tendency to introversion which makes the role of the audience, to explore or comment upon the aesthetic and moral principles behind these dances, a straightforward description of modern ballet as it is.

As ballet critic of *The Times*, the author uses his international experience as a critic to describe concisely the work of the most influential of the modern choreographers, composers and designers people who still profoundly respect the achievements of parts of the modern dance world. They point out that the classical ballet is a lack of intellectual content, an abandonment of form or structure, a tendency to introversion which makes the role of the audience, to explore or comment upon the aesthetic and moral principles behind these dances, a straightforward description of modern ballet as it is.

books

was also aware of the dangers of becoming a blow-water and of his Polynesian world as "the last outpost of natural man in a state of ecological grace".

His first books, as travel romances, were wildly popular and he determined to transcend them. In doing so he also transcended his public, through the undigestible bookishness of *Mardi*, the unplumbed depths of *Moby Dick*, to the patting about the Civil War of his last years, which his wife described as a "dreadful incubus" that has undermined all our happiness. To a slightly broader sense the "dreadful incubus" was simply the obsession with writing itself. Melville's writer is as driven and remorseless as Melville's Ahab in pursuit of the whole. Paradoxically, he even finds his success in failure (he explored the paradox in *Pierre*). Melville's spout his declining years as "Inspector no. 75" on the New York waterfront, surrounded by what his superiors called "Incapable fugues" in an "asylum for nananities".

It was not, in fact, until the onset of the institutionalizing of the study of our native literatures in England and America in the twenties that Melville's reputation lifted off. Perched as he is on a mountain of commentary, Edward Rascenberry charts Melville's spiritual voyage with admirable economy, from "The Time of Melville" through the shuffler to considerations of *Typee* and *Mardi* and *The Confidence-Man* as "Philosophical Allegory", *Redburn* and *Moby Dick* as "Novels of Character and Intuition", *Moby Dick* as "Epic Romance", *Pierre* as "Social Novel", *Israel Potter* and *Billy Budd* as "Historical Romance" and due consideration of the short stories and sketches and the poetry, in which on the whole, his genius did not slay to best advantage. The "bibliographical notes" are excellent.

The conclusion of the book (170 pages) is a welcome feast. But sometimes the affect is too neat. To say, in the biographical chapter that "By 1886... he could count his blind losses: his mother, his

brothers, two sisters, and both of his sons—none by suicide" without further amplification is tantalizing. To say, in the historical section, that "The survival of the union itself was brought to the rest when the vital and irreconcilable interests of two carefully balanced sections of the country reached the flash-point of insularity in the spring of 1861" is to substitute a wordy history for history. With this goes a certain critical flaccidity which fails to present Melville's greatness in true relief.

For example, after admitting that although Ishmael the narrator mediates the substance of *Moby Dick*, which is as it were the objectification of his own internal conflict, "in the final 25 chapters there is no overt sign of a narrator's presence at all". Yet Rascenberry claims that "it is difficult to see how a fictional narrator could be used with greater economy or to stronger effect" and concludes that the effect is too neat. To say, in the biographical chapter that "By 1886... he could count his blind losses: his mother, his



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resources

Savage pictures

by Peter Dornier

In the *Observers of Man* exhibition (Photographers' Gallery, London) there is a haunting photograph of a Tasmanian woman called Truganini. When the photograph was taken (1866) Truganini was one of only five surviving Tasmanians.

Roslyn Polignat, creator of the exhibition, says in the catalogue that the dominant concern of anthropological observers in the period 1860 to 1890 was to record isolated and distant (and hence "exotic") communities. She writes: "That some of the tribes or people were dying out was often regarded as the inevitable operation of the law of the survival of the fittest. Hence they were legitimate and urgent targets for the camera's lens."

Given this knowledge it is perhaps possible to exaggerate the sense of exploitation conveyed by the portrait of Truganini, but the remoteness and isolation in the photograph are undeniable and unforgettable. In his striving after scientific objectivity the man who took the photograph, Charles Woolley, captured a deeper truth than perhaps he knew. He is also told that the Truganini woman died being an object of scientific interest and morbid curiosity; but sadly, her bones were dug up two years after her death and exhibited for a while.

Most of the photographs in this exhibition were taken between 1870 and the 1920s by eight photographers, most of whom were colonial administrators as well as anthropologists. The first point about this interesting and often moving exhibition is that the photographs were intended to be visual records for later anthropological study. On the whole it is evident that artistry and the manipulation of an image to create atmosphere or a moral point played no part in their production.



Skulls used as a warning to invading tribes and photographed in the Congo at the beginning of the century.

Nevertheless, the photographer's goal of objectivity does not mean that the photographs are poorly composed or boring. In many the subject and his or her artifacts have been carefully composed to show as much information as possible.

Few of the photographs in the exhibition have anything to do with proselytizing but one or two attempt to reinforce the layman's view of "the native". For example, a photograph by J. W. Lind shows an Australian aborigine with his fishing net but the lighting and the man's pose seem to have been contrived to produce the image of a "noble savage".

Apart from their intrinsic interest, especially when they deal with aspects of culture such as dance, costume and decoration, the pictures also prompt questions about the men who took them, administrators of the Empire who pursued their scientific interests with diligence.

Charles Hose, administrator in

Borneo, was at the age of 25 in charge of the frontier district of Sarawak. Much of his time was spent in persuading the tribes to give up headhunting and use old heads rather than fresh ones in their ceremonies, but "Occasionally, there were lapses when one of his supporters, apparently inadvertently, took a head in the course of an arrest."

As one would expect, these men differed widely in their attitudes. The photographs of Sir Everard Im Thurn who tried to promote understanding show his respect for their subjects as people, while Henry B. T. Somerville is quoted as saying of one group of Solomon Islanders, the New Georgians, "The elimination of the race would be no great loss to the world."

The exhibition ended in London on April 6 but opens again in Newcastle on April 30 and then moves to Exeter. Other venues over the next two years will be announced in due course.

Astronomical story

by Peta Levi

"Giants", John Ebdon's latest presentation at the London Planetarium, is a compact history of astronomy. While offering something for everyone it is the most professional and one of the most exciting of the Planetarium's presentations. According to Mr Ebdon, "It fills a gap for those who don't do the Muffin Physics course."

With the lucid script, Undine Connolly's complementary music and all the Planetarium's latest technological toys, a very effective programme has been devised. It begins by showing Earth's place in the universe, goes beyond the moon to the planets, beyond them to millions of stars and farther, millions of light years away from us, to the galaxies. There are pictures of four galaxies, Andromeda, Eridanus Centaurus A and Triangulum, and the sound of the explosions which rock the turbulent central regions of the galaxies. It becomes clear that the universe is a violent place.

Having set the scene on how we view the universe today, historical attitudes and discoveries are traced, starting with William Herschel. The eighteenth-century musician turned astronomer is described by Ebdon as "the greatest observational astronomer of all time and the one who owes most to the modern concept of the universe."

Back to the Greek idea of the universe, to Pythagoras and Hipparchus; the latter, the world's first astronomer, who lived 160 BC, describes the birth of a star as we see and hear a nova flash to Copernicus to the sixteenth century who replaced the geocentric system with a heliocentric one and to Galileo, the first to show that the planets move round the sun. Then from Galileo's time to Jupiter in 1610, we see and hear about 1 & 2; possibly the astronomical photo taken in 1979, shows a volcanic eruption rising over 80 miles above the surface.

This fascinating presentation is the first of a new series. It is worth a visit, particularly as the Planetarium is open from 10.30 to 4.45 p.m. and is in Baker Street, London, W1.



Sir John Herschel.

A schools' own paper

by Liz Heron

The Cockpit Arts Workshop, which is maintained by the ILEA, functions as a teachers' centre, a youth centre, a public theatre and as a springboard into the local community. It has a staff of 23 people working in five departments.

The art department is concerned with curriculum development in art education, questioning traditional definitions of art education and challenging the boundaries between art and the other subjects. At the same time, the more general concern is with developing the use of cultural studies in secondary education.

Since March, 1978, the Cockpit Art Department has published a journal, *Schooling and Culture*, which has been a valuable contribution to the local community. It has a staff of 23 people working in five departments.

The latest publication to come from the Cockpit Art Department is *Schooling and Culture*, which has been a valuable contribution to the local community. It has a staff of 23 people working in five departments.

During the past two years the centre has published 10 booklets on identifying giftedness, recognizing areas of particular ability or underachievement and providing for the able or talented child at home or in school.

Fostering Creative Thinking Skills is small enough even to be a pocket book. The layout is rather reminiscent of the old school magazine but each area is explored and developed with the minimum of fuss.

I liked the suggestions for encouraging creativity in poetry through constraints, using the 17 syllable Haiku, the 22 syllable Cinquain or the fourteenth century Korean Sijo. Certainly experience suggests that the more able children delight in a challenge.

The grammar games which move rapidly through an exploration of the parts of speech to the substitution of nonsense words correctly placed to give the correct grammatical framework are demanding, intriguing but potentially disastrous in the hands of slower pupils.

I particularly liked the section on futures. Through a series of techniques, sound and effect diagrams and imaginative writing this section provides a useful consideration of all future tenses.

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Working classes

JAMES BROMWICH reviews a series on industrial history

Continuing Education
The Past of Work
BBC, Tuesdays, 7.35 pm

Communicating the beauty of a great curving bottle kiln or the fascination of an isolated early industrial community or the measured, controlled power of the massive beam of a steam pumping engine is one of the most valuable tasks of the teacher, yet one of the most difficult.

His value is, of course, to help create a sense of empathy with the people who worked and lived in the environment of the Industrial Revolution and to convey some awareness of the pride in and consciousness of change felt at the time. These responses are not the only ones necessary; an understanding of the harshness and alienation of industrialization are also vital, yet without the former we are depriving children of an essential element in the technological transformation which formed the basis of our era.

The recent launching of a major BBC television series, *The Past of Work*, should be welcomed by all teachers interested in the survival of Britain's industrial remains and should be particularly interesting to history teachers facing the problem of teaching the Industrial Revolution with a fresh approach. It should equally attract children, especially if the BBC can be persuaded to repeat the series at a time suitable for use by schools and colleges.

There are eight programmes written and presented by Anthony Burton and produced by Michael Garrod; they must take joint credit for the clarity and precision of the series. Two assumptions seem to guide their planning: that there is an intrinsic human interest in the history of the industrial revolution and that people should be encouraged to find out more about it. They planned each programme around one aspect of industrialization, such as iron manufacturing, steam power, textiles, etc., and examine it through a limited, normally three, group of sites. They deliberately chose sites open to the public and with the English Tourist Board, have produced a pamphlet showing how to find them. At the same time, Anthony Burton and photographer Clive Cooke have published a book covering the same ground in expanded form.

Centre spun of the first Iron Bridge in the world, which was cast in 1779, and in Shropshire.

Ice-cream coloured Cadillac

by Liz Heron

Fathers of Pop
Colour, 16mm, 47 minutes
Arts Council of Great Britain. For hire from Copland Films Council, 201, Falkstone Road, Ipswich, Suffolk.

A bearded figure ascends on elegant spiral staircase; there is a reverent shot of a fine dome, calling; we hear graceful baroque music. Royce Benham welcomes us to the Countess Institute, recalling his youth as a student there, when art was venerated and mass culture despised.

But mass culture beckoned with its freshness and excitement. Succumbing to the temptations of speed and modernity in the shape of a 1950s convertible, the narrator shakes the dust of Elgin Art from his heels and takes off on a journey of revelation. His destination? The Independent Film Group, the Independent Film of the 1950s would be the last to be seen.

Peter Smithson and Toni del Rio for the Independent Group. Its members represented a cross-section of the visual arts: painting, sculpture, photography, architecture, criticism, and between 1952 and 1955 they met regularly at the Institute of Contemporary Arts. Their discussions and their writing explored the implications of technology and popular culture for art.

The film is unashamedly self-indulgent, a celebration of the mass culture of the 1950s and its style is fleshily expressive of its subject matter. Royce Benham reveals to his enjoyment of the ice-cream coloured Cadillac, extolling the beauty of its lines, curving its curves, conducting an interview from its front seat.

The first stop on his nostalgic tour is a recording of Richard Hamilton, a reclining interview to the garden where Hamilton and critic del Rio reminisce about the art of the 1950s art establishment. Alongside that reminiscence is the meaninglessness of the optimism that accompanied post-war reconstruction, as well as the excesses of cold war paranoia—they were fascinated by its sense of design, its vitality and the irony of its extravagance.

Ford, Chrysler, Hollywood and Madison Avenue were the sources of their inspiration. The film is a nostalgic tour of the 1950s art establishment, reminiscing about the art of the 1950s art establishment. Alongside that reminiscence is the meaninglessness of the optimism that accompanied post-war reconstruction, as well as the excesses of cold war paranoia—they were fascinated by its sense of design, its vitality and the irony of its extravagance.

A good job for parents

by Nick Thomas

One Step Ahead
Jobs in the Eighties?
ITV, West, Monday, 12.30 from April 14

ITV West have produced this series of six half-hour programmes, accompanied by free leaflets, to help parents advise their children on all aspects of career: to help them, in an increasingly competitive employment context, get One Step Ahead. The argument is that school-leavers often turn first to their parents—who tend to respond on the basis of their own experience, gained in a very different world. So, this series is designed as an updating; a compact introduction for parents to the realities of job-hunting.

The primary reality these days, of course, is the great and growing job shortage—as the question mark in the first programme's title suggests. Jobs in the Eighties? It seems as though TV's scheduling makes the same point: parents are likely to tune in on Monday lunchtime or likely to know the realities of unemployment all too well. But, in fact, the first programme shows the evidence of several recent television treatments of youth unemployment.

New technology plus old prices (the usual, and inadequate, etiology) is the first programme. So try harder, the advice runs, and in a direction appropriate to the new situation—social and community work, leisure industries (there is this strange notion around that everyone on the dole immediately heads for hotels, beaches and places of entertainment). Yes, but there will still be fewer jobs available. Well, try harder—and then there's the Youth Opportunity Programme. Yes, but there are few jobs—and what happens when the YOP year finishes? Well, try harder.

There is very little else that a television series can realistically say. At least the first two programmes, which concern unemployment, should soften parents' tendency to accuse and blame children who fail to find work. They also offer helpful information on career choice, job-hunting and the YOP and what happens when the YOP year finishes? Well, try harder.

The next three programmes examine in turn three crucial points of decision about a career: which college to specialize in; which course to choose; and, of course, whether to leave school, to stay on, or to move to further education or technical college, and, assuming the latter choice—and, of course, progressively fewer people actually have each of these options—there is the 18-plus decision between work, higher education, or possibly yearning to broaden horizons, gain experience, and think about the future. Parents play a crucial role in all these choices and they need as much information as possible.

There is undoubtedly a good deal of value in this series, and in the accompanying leaflets, which are meant to be available at employment offices and libraries as well as from ITV, and which can stand on their own without the programme. One caveat only at the atmosphere created, a fault not of the series, but of the context in which it finds itself. To state the obvious, not everybody can get One Step Ahead. So the series strikes on television's ambivalence: you if some of you succeed, the rest of you must fail, a fact that is never explicit, but which most of you wouldn't watch. And why are the two presenters young, sleek, and ultra-modern, rather than middle-aged, confused and worried?

We degrade art and learning by supposing that they are second-hand activities: that there is life, not concerned with the Third World, in accounts of it? Raymond Williams is quoted at the beginning of "Seeing and Perceiving", an illustrated booklet by Neil Taylor and Robin Richardson which examines the role of film "in a world of change". The booklet contains suggestions for teachers on selecting and presenting film, including sections on discussion activities, a list of fifty films, and notes at the end of each film.

Briefings

Radio and tv

CE and general interest

Care Study: S.T.C. (Sunday, 11.00, Tuesday, 17.40 BUC 2)

"Computer based information systems" continues with a look at Standard Telephones and Cables of Haslemere. Shows how their operational requirements are guided by the structure of the scheme for their manufacturing data base.

The Enlightenment (Monday, 17.15 BBC 2)

"Innocents—Images in Hogarth's 'Pointing' takes second level students on a 'Grand Tour' of painting in the eighteenth century and reflects on the versatility of the age.

Feeling Great (Saturday, 10.00 BBC 1)

Ray Costello shows how simple changes in patterns of exercise and diet can improve health.

For schools

Convergenzi (Sunday, 11.25 BBC 1)

A series of interviews on politics, art, the women's movement, etc., to help students of Italian improve their comprehension and vocabulary.

Behind the Son (Sunday, 13.25 BBC 1)

Tony Soper features wildlife and geographical landmarks to be found "Behind the bench", so he continues his journey round the shores of Britain.

Teaching Primary Science (Sunday, 16.40 VHT4)

Now series for primary teachers who wish to introduce scientific studies into their curriculum.

Inside Japan (Sunday late night BBC 1)

A last chance to pierce the inscrutability of the Japanese. What makes Japanese industry so successful? How can translator rodion coexist with Gaijin girls?

Family History (Monday late night BBC 1)

Gordon Honeycombe finally unravels his own family history and shows viewers how to get about finding their own.

Wildtrack (Wednesday, 16.40 BBC 1)

Tony Soper gives young people topical information on wildlife in a new series of nature programmes.

The Real Thing (Thursday, 20.30 BBC 1)

James Burke looks at the complexity of the brain as it handles the "simple" activity of going to a party. Attempts to locate the consciousness which acts as "mission control".

Work and Leisure (Thursday, late night BBC 2)

The last of these lectures given before an invited audience at the Royal Institution on the nature of work, unemployment and leisure. This week, Professor A. H. Halsey of Oxford University.

The Vikings (Friday, 20.30 BBC 2)

Magnum Magnum follows the first real Viking invaders to York, where they established their own Viking kingdom. He learns about their problems with fleas and plays a tune on their pan pipes.

The films used as examples and listed in the catalogue "concern are concerned with the Third World, trade and technology as well as social issues such as the environment, war and education. They are documentaries and feature films as well as cartoons and animation, and the addresses for obtaining them for hire are given at the end of the booklet.

"Seeing and Perceiving" costs 60p and is published by Concord Films Council, 201 Falkstone Road, Ipswich, Suffolk IP3 9DB.

Autobahn drive

A 12-asset Volkswagen Transmitter and a trip to the Volkswagen plant in Germany are offered to the winners of the "Safe Driving" School of the Year Award. The competition is open to teachers, who submit slides, tape, workbook and teachers' notes and offers a 10 module course of driver education. Competitors must be over 15 years old, work in terms of six, and produce an eleven module by August.

Marking Department, Volkswagen (GB) Ltd, Volkswagen Drive, Weybridge, Middlesex TW20 2JN.

Railway timetabled

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The complete kit costs £15.90, but individual items can be bought separately. Catalogues, describing the kit in detail are being sent to schools and the kit is available for inspection at British Rail Regional and Divisional Public Affairs Offices.



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THE TIMES
EDUCATIONAL SUPPLEMENT

extra



Viking remains, many of them found at York, are very much in the news at the moment. This junior school pupil is at work in the archaeology workshop at the Horniman Museum, London.

LIBERATING EXPERIENCE

Widespread teaching of archaeology would help broaden the child's sense of belonging to an historical continuum, writes James Bromwich

In the school context, archaeology is the poor cousin of history. Last year 48 candidates sat for the Cambridge A level examination in archaeology, compared with 4,842 for history. Only six of the 13 centres used were schools. The picture is rather better with the A/O courses (there are 10 at O level) run by the London and Totterham Education Boards, but the numbers are still comparatively small with an average of 150 to 200 candidates each. A few schools have created CSE Mode 3 courses, but no Mode 1 Archaeology is yet available, though East Anglia is happy in the process of adopting one.

This seemingly bleak picture is in many ways surprising. The need for greater archaeological understanding has become much more obvious in the last decade. The massive destruction of archaeological remains through urban reconstruction, urban renewal and deep ploughing aroused the archaeological establishment to fight for, and in many cases obtain, representation on county planning committees.

The rapid growth of treasure hunting with metal detectors, leading to the serious damage of numerous known and unknown sites, has begun to arouse a similar concern. These threats have indicated an insensitivity to our national heritage, the latter in particular suggests a return to the simplistic acquisitive practices of the nineteenth century.

An awareness of the value of physical remains to the meaning of history remains in the past, as reconstructed through archaeological evidence, as an important part of the curriculum. The archaeological record is a source of knowledge which is not always readily accessible, and which is often misunderstood. The archaeological record is a source of knowledge which is not always readily accessible, and which is often misunderstood.

Widespread teaching of archaeology would help broaden the child's sense of belonging to an historical continuum, both in terms of time and space. It would also help to develop a sense of the value of physical remains to the meaning of history.

Obviously a handbook alone cannot provide either all the incentive or all the knowledge needed for a child to embark on a new archaeological project. The handbook must be a practical guide to the work of the archaeologist, and must be written in a way that is accessible to children.

teacher to embark on a new archaeological project. The handbook must be a practical guide to the work of the archaeologist, and must be written in a way that is accessible to children.

Alderton and Manning in a recent article, "Industrial Archaeology", make a very similar point and go on to describe a variety of schemes used in different schools in East Anglia: from a short study of the iron in the local area to a full three-year curriculum for plus 12-year-olds. Further examples can be found in other periodicals. "Teaching History", No 22, 1974, describes experimental archaeology techniques, building a Roman British kiln, on a CSE course in Dorchester.

There is more detailed help in pamphlets and books such as "How to record graveyards" (following up the church approach) and "Peopling Past Landscapes" which provides an expert and lively practical introduction to field walking for children with due stress on the author's "Mars Bar Factor" the point at which children are refreshed out to rove them and the need to calculate for this!

It is an excellent study of archaeology in a rural or small town setting with very clear explanations of why and how to do such things as record, survey and make workable observations. As yet there is nothing comparable for the urban situation, but the Schools Committee Bulletin No 4 concentrates on this aspect, and "Industrial Archaeology" tends to deal with aspects that can most easily be adopted in a large conurbation.

Sometimes, though, the most promising situations can lead to unlikely conclusions: a teacher at a South London primary school brought in some prehistoric flint which the children in a detailed project on their Horn Hill ancestors with serious flint-knapping in the classroom!

The appearance of genuinely helpful material aimed at the teacher offers the chance of considerable expansion. An school archaeology Upper Secondary school work would be helped, even more by a CSE Mode 1 and an O level, so opening the subject to fourth and fifth years on a far greater scale than provided by those few schools fortunate enough to develop the CSE Mode 3 (such as that of James Dyer at Harlington Upper School, Dunstable, where around 60 candidates are entered) or utilize industrial archaeology techniques on more conventional social and economic courses.

Nevertheless, A/O papers can fill a genuine place in the sixth form. As joint courses run in London by Sydenham School for themselves and Forest Hill can justify an interest subject for a full-time pupil, but not a specialist A level course for perhaps one student in three years. Many more schools could develop similar courses providing a valuable service to the help of the archaeological societies for their fieldwork.

But as the handbook (page 6) points out, "It is to the junior-middle school age group that one looks for innovation in archaeology teaching." Junior school teachers are accustomed to project-oriented projects and to environmental or urban studies work, and archaeology would represent both an expansion of content and a clarification of purpose. Many middle and lower secondary schools have adopted some form of integrated studies.

Traditional subjects have been subsumed in cross-curriculum work, and yet, due to its deep roots, (not only in the past, but in the present) it has a unique role to play in the curriculum. It is a subject that is not being developed.

Continuing on composite page 35

extra



A jockey from "Medieval Muslim Horsemanship" a study by G. Rex Smith in the British Library Series intended for Imynon as well as scholars.

"Liberating experience", con-
relationship between man and his environment.
In using the concrete image around us it forces us to see beyond the classroom and textbook, to use an approach which entails specialists contributing expertise to a course because it contains elements central to their own subject concerns and to genuinely plot in terms of the "concrete" stage of child development.

SUPPORT FROM THE CENTRE

Gillian Thomas visits the History and Social Sciences Centre in South London

In the late 1960s, the ILEA decided to provide teachers' centres to provide back-up in particular subjects. One of them was the History and Social Sciences Centre at Clapham, South London, which today is still the only centre in Britain for history teachers.

As a result of a Georgian house built in 1804, it reflects the enthusiasm and delight in history of its founder, Tom Hastie, a former history teacher. He was head of history at a comprehensive for 15 years before the centre opened in 1971.

I was there, Mr Hastie had just returned from the London Museum with a group as part of a six-week course on London's history.

A series of monthly study meetings, "Know London's Museums", has been running since September. Teachers meet the education officers on these days and see for themselves what is on offer. Evening visits to Westminster Abbey, St Paul's Cathedral and the old Currier theatre at Guy's Hospital are already fully subscribed.

"The idea behind all these events is to enrich the teachers' personal experience and introduce them to places of interest which they might visit with their classes. Field work of this kind is very important in history teaching and I am keen to enlarge what we do in this area," says Mr Hastie.

He similarly emphasises the importance of history teachers understanding the workings of local record offices, a rich source of information for classroom use. History, he points out, is about evidence and it means much more when children can actually see some for themselves.

Right from the start, the centre has been working with teachers on specific projects in order to produce resource material and text books.

The main aim is a world history project which also involves staff at the School of Education and African Studies. Recognizing that there was a dearth of good information in English on the history of Africa, Asia and South America, the centre has been producing a series of video and audio cassettes, teachers' booklets and resource packs on various countries and themes aimed at secondary-age children.

Similarly, a social studies development project will produce classroom material in an area which is at present uncoordinated but which urgently needs to be considered in connection with the new syllabuses. This will be aimed at both primary and secondary school children.

During the past two years the centre has been increasingly involved with primary-age material. Booklets on teaching history and social studies to under-12s is to be published in September. "Meet the Examiners" sessions have proved among the most popular of all the centre's activities. At first the idea horrified the teachers, but Mr Hastie, "but now they welcome the opportunity to get the reactions of teachers on syllabuses, examination questions and marking principles." As we quickly discovered, each subject has a lot to learn from the other. We now hold these meetings regularly and invariably attract a full house of 90 each time. "Unfortunately, I had to call off

On his leadership in organizing archaeology in schools has come from many different sources. William Harrison School's archaeology began as a geography, in C. C. Linnik (Isle of Wight; see "Industrial Archaeology" Vol. 14 No. 1 1979) a technical studies teacher in the high school took the initiative. But he recognized the need for an historian to participate in the course and it is clear that, in practice, historians are in the strongest position to take the lead in schools and have the most to gain from it.

The so-called "crisis" in school history and the associated obsessive concentration on what topics should be in and what deleted from our syllabuses led to a recognition that skills and understanding were the more vital elements. Surely all history teachers should welcome the opportunity to embrace and encourage the learning of all possible methods in the interpretation of man's past.

References in the text: Archaeological Resources for Teachers, Ed. M. J. Corbridge, Council for British Archaeology, Available from CBA, 112 Kennington Road, London, SE11 6RE, £2.50.

Also available from CBA: Schools Committee Bulletin (free of charge with handbook), Peopling Past Landscapes, Slane, M. and Dix B.F. How to record Graveyards, Jones J. Industrial Archaeology, Grainger Ltd., 1 West Street, Tainstock, Devon. Annual subscription £18.

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01-228 2564 (reusable)

London SW8 2JY.

ADDITIONS required due to the submission of this section of the application. The Department of Construction Heads of Departments will be notified.

The Department offers (equivalent) courses for the above named Construction TGC. The following are the courses for the Construction TGC:

Applicants should be graduates with appropriate professional qualifications and experience and possess an understanding and competence in further and higher education. They must have a minimum of five years' experience in academic leadership and management and a proven ability to manage a tertiary institution. They should also have a minimum of five years' experience in the post. Candidates must possess the capability to exercise leadership and management skills in a tertiary institution both in the College and in the wider community. They must be able to work with whom the College has links.

Offers for course.

Applications from 1999 to 2000

2000 Entry Scheme
210,125 to 211,250
211,250 to 212,375
212,375 to 213,500
213,500 to 214,625
214,625 to 215,750
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446,375 to 447,500
447,500 to 448,625
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452,000 to 453,125
453,125

ilea colleges

**SOUTH WEST LONDON
COLLEGE**
Totting Broadway SW17

SOUTHWARK COLLEGE
The Oct, SE1 8LE.

to Department of Mathematics and Physics, to teach on and assist in the development of O-level Computer Studies.

three-Dimensional Design related on 1 September 1980.
previous experience of teaching
a vocational course in lip-

rior Design; Industrial Design; Furniture Design; Product Design etc., is desirable. Salary scales are in accordance

AUXHALL COLLEGE
of Building and Further
Education

HEAD OF DEPARTMENT
TRADE & TECHNICIAN
STUDIES, required due to the
retirement this session of Mr

also be willing to co-operate and collaborate with other senior staff both in the College and in the Polytechnic of the South

This post is available from 1st September 1980. Salary Scale

**SOUTH WEST LONDON
COLLEGE**
Totting Broadway SW17

Required not later than 1 year from the date of the last meeting of the committee. The committee shall have the authority to recommend the removal of any member who is not in good standing with the Association. The committee shall have the authority to recommend the removal of any member who is not in good standing with the Association. The committee shall have the authority to recommend the removal of any member who is not in good standing with the Association.

reference may be given towards

Further details may be obtained from the Head of Professional Studies, General Education Department of the college. (Please refer to reference PGE/18A).

SOUTHWARK COLLEGE
The Oct, SE1 8LE.

LECTURE GRANT \$10,000 to the University of Illinois at Chicago for the purchase of computer facilities required by the Department of Mathematics and Physics, in which an endowment fund has been developed in honor of the late Professor J. J. O'Leary, Computer Studies, UOL 245 and computer transfer and computer courses.

With the recent Bureau Award, on an incremental scale within the range £3,415 to £3,995 inclusive of London

AUXHALL COLLEGE
Building and Further
Education
Belmore Street,
Wandsworth Road,
London SW8 2JY.

HEAD OF DEPARTMENT
TRADE & TECHNICIAN
STUDIES, required due to the
retirement this session of Mr

The Department offers technical courses for the whole range of Construction TEC Sector B programmes and Supervisory courses for the Construction industry. Successful applicants would be graduates with appropriate professional qualifications have good industrial experience in further and higher education of senior staff levels and have some leadership and management experience. The Department is essential qualities for this post. Candidates must

also be willing to co-operate and collaborate with other senior staff both in the College and in the Polytechnic of the South

This post is available from 1st September 1980. Salary Scale (Birmingham) £10,128 to £11,253 (plus £609 London allowance), subject to formal approval.

Application forms and further details from the Senior Administrative Officer. (Ref. P15) at the College. Closing date for returned application forms 2nd May 1980.

KEY ENGLISH LANGUAGE TEACHING SCHEME

Posts under the KELT Scheme are wholly financed by the British Government as part of Britain's programme of aid to developing countries. The KELT Posts listed below are tenable from September 1980.

AFRICA

CAMEROON

Primary Teacher Training Expert
Ecology Normal Institute Adjunct, Ptoia

80 K 4

GHANA

Lecturer in English Methodology,
University of Cape Coast

80 K 22

SIERRA LEONE

Lecturer in English Language,
Bo Teacher Training College
Lecturer in English,
Women Teachers College, Port Loko

80 K 1

80 K 2

SOMALIA

Curriculum Development Expert,
Ministry of Education, Mogadishu

80 K 9

SUDAN

Lecturer in English as Second Language,
University of Juba

80 K 7

ZAMBIA

Senior Curriculum Development Specialist,
Department of Technical Education and Vocational
Training, Lusaka

80 K 8

Lecturer in English;

Nkrumah Teacher Training College, Lusaka

80 K 9

Senior Lecturer,

English Teaching Methodology, University of Zambia

80 K 10

Senior Lecturer,

English Language and Linguistics, University of Zambia

80 K 11

FAR EAST

INDONESIA

Senior Lecturer,

Language Centre, Hasanuddin University, Ujung Pandang

80 K 12

MIDDLE EAST

EGYPT

Adviser in ELT,
Faculty of Education, University of Alexandria

80 K 5

OMAN

Inspector of English,
Ministry of Education, Seleh

80 K 15

YEMEN

Head of English,
Primary Teacher Training Institute, Oum

80 K 19

YEMEN

Lecturer,
ESP Course and Materials Design, University of Damascus

80 K 17

YEMEN

ELT Adviser,
Ministry of Education, Sana'a

80 K 20

YEMEN

Senior ELT Lecturer,
Department of English, University of Sana'a

LATIN-AMERICA

BRAZIL

ESP Specialist,
Catholic University, Sao Paulo

80 K 19

BRAZIL

ESP Specialist,
Federal University of Santa Catarina, Florianopolis

80 K 19

BRAZIL

ESP Specialist,
Federal University of Santa Catarina, Florianopolis

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BRAZIL

ESP Specialist,
Federal University of Santa Catarina, Florianopolis

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Federal University of Santa Catarina, Florianopolis

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BRAZIL

ESP Specialist,
Federal University of Santa Catarina, Florianopolis

80 K 19

SCHOOL POSTS OVERSEAS

SECONDARY POSTS

Deputy Head (Peru)

San Silvestre School, Lima

Required for July 1980

To administer and supervise curriculum in English in Senior School; to control examinations and reports; to supervise form teachers.
Qualifications: Graduate with PGCE and at least 5 years' teaching including 2 in a post of responsibility. Preferred age range 35-45. Knowledge of or ability to learn Spanish. Salary and benefits: Salary on Deputy Heads Scale (Group 18) with overseas allowance; terminal bonus; medical scheme and 3 years' contract, renewable. 70 PA 93

Head of English (Chile)

Redland School, Santiago. Required for August 1980.

To supervise and develop English throughout the school and to teach some English and related subjects.
Qualifications: Not only with a degree and postgraduate TEFL qualification with at least 3 years' experience overseas or with foreign students in Britain including some school experience. Families must be limited to 2 children under 12 or one child over 12.
Salary and benefits: 487,500 to 585,000 Chilean pesos p.a. (c.£5,500 to £7,700) with free furnished accommodation; medical scheme; family allowance and 5 years' contract, renewable. 80 PA 1

Senior Teacher (Indonesia)

Sendung International (Preparatory) School.

Required for July 1980

To teach two of Mathematics, Science, English Social Science and one or two of Art, Music, PE to 10-14 age range; to administer the Senior School and help with other school activities.
Qualifications: Qualified teachers with at least 7 years' experience. Preferred age range 35-50. Candidates with experience of non-native English speakers will be preferred.
Salary and benefits: £8,135 to £8,250 with rent and baggage allowance; two years' contract. 80 PA 12

Teacher of English Language (Japan)

Aichi Shukutoku Educational Institute Nagoya

To teach English to Japanese pupils between ages 12-18.

Qualifications: Qualified teachers with at least 7 years' experience. Preferred age range 35-50. Candidates with experience of non-native English speakers will be preferred.
Salary: £5,000.00 p.a. (Rate of exchange approximately ¥85 equal £1).
Benefits: Two year contract; free and baggage allowance; 80 PA 27

PRIMARY POSTS

Senior Teacher (Indonesia)

Sendung International School.

Required for July 1980

To teach two of Mathematics, English, Science, Social Science and Art in Junior School (5-10); to administer Junior School and help with other school activities.
Qualifications: Qualified teachers with at least 7 years' experience. Preferred age range 35-50. Candidates with experience of non-native English speakers will be preferred.
Salary and benefits: £8,135 to £8,250 with rent and baggage allowance; two years' contract. 80 PA 28

Teacher (Indonesia)

Sendung International School.

Required for July 1980

To teach class of about 20 children aged 5-9 of mixed nationalities.
Qualifications: Qualified teacher with 5 years' experience including some with non-native English speakers.
Salary and benefits: £4,100 to £5,500 with rent and baggage allowance; two years' contract. 80 PA 15

Teacher (Pakistan)

British School, Islamabad

Required for September 1980

To teach class of about 20 infants/tower-tuition.

Qualifications: Qualified teacher with good English pronunciation; female preferred.
Salary and benefits: £4,100 to £5,500 with rent and baggage allowance; two years' contract. 80 PA 15

Two Teachers (Venezuela)

British School, Caracas

Required for September 1980

To teach class of about twenty-five 8 year olds of mixed nationalities.
Salary and benefits: £5,205 with annual bonus; rent and baggage allowance; two years' contract. 80 PA 20-21

Infant Teacher (with music) and Junior Teacher (Jordan)

International Community School, Amman.

Candidates: Single women only, must be qualified teachers with at least 5 years' teaching experience.

Salary: British Scale paid on local currency (CI equal JOD.45); 20% overseas allowance; 10% bonus at end of contract.
Benefits: Free furnished accommodation; full medical insurance; employer's contribution; 3 year contract, renewable. 80 PA 20-21

Application for more than one of these posts will be welcomed. Please quote reference numbers clearly. Completed application forms must be received by 28 April. Interviews will be in May.

UNIVERSITY POSTS OVERSEAS

Lecturer in English Language (Mongolia)

University of Ulan Bator.

To teach English Language to University students.

Qualifications: Graduate with PGCE and at least 5 years' experience of teaching English as a second language. Audio Visual Aids and teaching Methodology desirable; and interest in ESP appreciated.
Salary: 1300 Tugrik per month (present rate of exchange 8.57-£1) non cashed.
Benefits: Free furnished accommodation; full medical insurance; employer's contribution; 3 year contract, renewable. 80 PA 20-21

Lecturer in English for Special Purposes (Yugoslavia)

Department of Chemistry, Ljubljana University.

To teach technical English to university students of science and technology. Degree in Chemistry and postgraduate qualification in Linguistics desirable.

Qualifications: Graduate with PGCE and at least 5 years' experience of teaching English as a second language. Audio Visual Aids and teaching Methodology desirable; and interest in ESP appreciated.
Salary: 1300 Tugrik per month (present rate of exchange 8.57-£1) non cashed.
Benefits: Free furnished accommodation; full medical insurance; employer's contribution; 3 year contract, renewable. 80 PA 20-21

Application for more than one of these posts will be welcomed. Please quote reference numbers clearly. Completed application forms must be received by 28 April. Interviews will be in May.

Return fares are paid. Local contracts are guaranteed by the British Council. Please write number and title of post for further details and application form to The British Council, (Appointments), 66, Whitehall, London W12AA.

OVERSEAS

Appointments continued

SWEDEN

THE RATHUN HUMAN

Required for July 1980

To teach English to Swedish pupils between ages 12-18.

Qualifications: Qualified teacher with at least 7 years' experience. Preferred age range 35-50. Candidates with experience of non-native English speakers will be preferred.

Salary: £5,000.00 p.a. (Rate of exchange approximately ¥85 equal £1).
Benefits: Two year contract; free and baggage allowance; 80 PA 27

JAPAN

THE RATHUN HUMAN

Required for July 1980

To teach English to Japanese pupils between ages 12-18.

Qualifications: Qualified teacher with at least 7 years' experience. Preferred age range 35-50. Candidates with experience of non-native English speakers will be preferred.

Salary: £5,000.00 p.a. (Rate of exchange approximately ¥85 equal £1).
Benefits: Two year contract; free and baggage allowance; 80 PA 27

FRANCE

THE RATHUN HUMAN

Required for July 1980

To teach English to French pupils between ages 12-18.

Qualifications: Qualified teacher with at least 7 years' experience. Preferred age range 35-50. Candidates with experience of non-native English speakers will be preferred.

Salary: £5,000.00 p.a. (Rate of exchange approximately ¥85 equal £1).
Benefits: Two year contract; free and baggage allowance; 80 PA 27

NETHERLANDS

THE RATHUN HUMAN

Required for July 1980

To teach English to Dutch pupils between ages 12-18.

Qualifications: Qualified teacher with at least 7 years' experience. Preferred age range 35-50. Candidates with experience of non-native English speakers will be preferred.

Salary: £5,000.00 p.a. (Rate of exchange approximately ¥85 equal £1).
Benefits: Two year contract; free and baggage allowance; 80 PA 27

CANADA

THE RATHUN HUMAN

Required for July 1980

To teach English to Canadian pupils between ages 12-18.

Qualifications: Qualified teacher with at least 7 years' experience. Preferred age range 35-50. Candidates with experience of non-native English speakers will be preferred.

Salary: £5,000.00 p.a. (Rate of exchange approximately ¥85 equal £1).
Benefits: Two year contract; free and baggage allowance; 80 PA 27

GREECE

THE RATHUN HUMAN

Required for July 1980

To teach English to Greek pupils between ages 12-18.

Qualifications: Qualified teacher with at least 7 years' experience. Preferred age range 35-50. Candidates with experience of non-native English speakers will be preferred.

Salary: £5,000.00 p.a. (Rate of exchange approximately ¥85 equal £1).
Benefits: Two year contract; free and baggage allowance; 80 PA 27

NORWAY

THE RATHUN HUMAN

Required for July 1980

To teach English to Norwegian pupils between ages 12-18.

Qualifications: Qualified teacher with at least 7 years' experience. Preferred age range 35-50. Candidates with experience of non-native English speakers will be preferred.

Salary: £5,000.00 p.a. (Rate of exchange approximately ¥85 equal £1).
Benefits: Two year contract; free and baggage allowance; 80 PA 27

SPAIN

THE RATHUN HUMAN

Required for July 1980

To teach English to Spanish pupils between ages 12-18.

Qualifications: Qualified teacher with at least 7 years' experience. Preferred age range 35-50. Candidates with experience of non-native English speakers will be preferred.

Salary: £5,000.00 p.a. (Rate of exchange approximately ¥85 equal £1).
Benefits: Two year contract; free and baggage allowance; 80 PA 27

ADMINISTRATION

Local Education Authority

Required for July 1980

To teach English to pupils between ages 12-18.

Qualifications: Qualified teacher with at least 7 years' experience. Preferred age range 35-50. Candidates with experience of non-native English speakers will be preferred.

Salary: £5,000.00 p.a. (Rate of exchange approximately ¥85 equal £1).
Benefits: Two year contract; free and baggage allowance; 80 PA 27

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Benefits: Two year contract; free and baggage allowance; 80 PA 27

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Salary: £5,000.00 p.a. (Rate of exchange approximately ¥85 equal £1).
Benefits: Two year contract; free and baggage allowance; 80 PA 27

